



United Nations  
Educational, Scientific and  
Cultural Organization

# Executive Board

## Two hundredth session

200 EX/4.INF.3  
PARIS, 30 August 2016  
English & French only

Item 4 of the provisional agenda

### EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE

#### PART I

### SUMMARY REPORT ON PROGRAMME IMPLEMENTATION (1 January 2014 – 30 June 2016)

#### SUMMARY

Pursuant to 38 C/Resolution 99, this report, published online only, is intended to inform the Members of the Executive Board of progress in the implementation of the programme adopted by the General Conference during the first 30 months of the 2014-2017 quadrennium.

It is a consolidated report presenting an account of progress towards the attainment of the targets defined for the performance indicators of the 38 C/5 expected results under each of the Major Programmes. In addition, it presents strategic summary reports for the two Global Priorities, Africa and Gender Equality, and the UNESCO Institute for Statistics.

1. By its resolution 38 C/Resolution 99, the 38th session of the General Conference adopted a new format of reporting on programme implementation and requested the Director-General *“to prepare the reports to the Executive Board based on the objectives and elements, and following the format and periodicity described in document 195 EX/4 Part V – PG/Report, including the proposed timetable”*.
2. According to the timetable presented in the 195 EX/4 Part V – PG/Report and adopted by the Executive Board (195 EX/Decision 4.V), the Director-General is requested to prepare the reports to the Executive Board as follows: *“(a) a programme implementation report (PIR) for each spring session; (b) an analytical programme implementation report (APIR) for the spring session of the first year of each quadrennium; (c) a strategic results report (SRR) for the third spring session of each quadrennium”*. In addition, the Director-General is also requested *“to continue to make available online implementation information, to continuously improve its quality and coverage and to produce it, to the extent possible, in the two working languages of the Secretariat (English and French)”*.
3. This information document has been prepared in pursuance of the above-mentioned



decisions. It presents a summary consolidated report on programme implementation during the period 1 January 2014-30 June 2016 for each of the five major programmes, the two global priorities, Africa and Gender Equality, and the UNESCO Institute for Statistics (UIS).

4. The Summary Report has been compiled based on reporting information available in SISTER. It presents an account of progress towards the attainment of the targets defined for the performance indicators of the 38 C/5 expected results under the major Programmes. It also presents a Summary Strategic Assessment for the two Global Priorities, Africa and Gender Equality, as well as for the UIS. Progress is assessed against related performance indicators and targets as revised in the context of the Expenditure Plans (i.e. \$507 million for 2014-2015 and \$518 million for 2016-2017).



United Nations  
Educational, Scientific and  
Cultural Organization

# Executive Board

Two Hundredth session

200 EX/4.INF.3 – page 3

PARIS, 9 August 2016  
Original: English

## EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE


### 200 EX/4 PART I ONLINE SUMMARY REPORT

(1 January 2014 - 30 June 2016)  
(Based on information reported in SISTER)

## TABLE OF CONTENTS

	<b>Page</b>
MAJOR PROGRAMME I: EDUCATION .....	5
MAJOR PROGRAMME II: NATURAL SCIENCES.....	19
MAJOR PROGRAMME III: SOCIAL AND HUMAN SCIENCES.....	35
MAJOR PROGRAMME IV: CULTURE .....	43
MAJOR PROGRAMME V: COMMUNICATION AND INFORMATION.....	52
UNESCO INSTITUTE FOR STATISTICS.....	59
GLOBAL PRIORITY AFRICA .....	64
GLOBAL PRIORITY GENDER EQUALITY.....	71

## MAJOR PROGRAMME I: EDUCATION

<b>ER 1: National capacities strengthened to develop and implement policies and plans within a lifelong learning framework</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	


<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of countries supported by UNESCO where education policies have been reviewed to integrate a lifelong learning perspective</p> <p><b>T 2014-2017:</b> 35</p> <p><b>T CAP 2016-2017:</b> 5, equivalent to 25%</p>	At least 6 Member States	High
<p><b>PI:</b> Number of countries supported by UNESCO where national education blueprints, sector-wide strategies and plans have been revised.</p> <p><b>T 2014-2017:</b> 20</p> <p><b>T CAP 2016-2017:</b> 2, equivalent to 25%.</p>	<p>At least 10 Member States: Support for the design and implementation of EMIS was provided to a number of Member States upon request. These include Burundi (with GPE funding), Cameroun, Ethiopia, Kenya, Tanzania, Myanmar, Tonga, Haiti, DRC and Chad (also with GPE funding).</p> <p>In response to the emerging crisis in Syria, OpenEMIS and Jami3ti (higher education) were further developed, expanded and applied. In addition, in both Burundi and Equatorial Guinea, UNESCO supported the development of self-benefitting education programmes that will also include the training of EMIS technical staff in both countries.</p> <p>Support for education sector analyses, the development of sector strategies, and plans (both macro and micro planning), as well as resource mobilization were also provided to Central African Republic, Gabon, South Sudan, Congo, Equatorial Guinea, Guinea Bissau, United Republic of Tanzania, Zambia, Mongolia, DPRK, Afghanistan, PNG, Palau, Cambodia. In Madagascar, technical support was provided to the ongoing education strategic planning process in the Higher Education sub-sector.</p> <p>IIEP: 12 countries were supported in developing their education plans. Others were supported with the development of policies concerning specific educational dimensions, such as teacher training policies in Argentina, or TVET policies in francophone Africa.</p>	High
<p><b>PI:</b> Number of crisis-affected countries benefiting from emergency or reconstruction support.</p> <p><b>T 2014-2017:</b> 35</p> <p><b>T CAP 2016-2017:</b> 5, equivalent to 25%.</p>	<p>At least 13 Member States supported:</p> <p>In response to the ongoing Syria crisis in the Middle Eastern cluster, “<i>Bridging Learning Gaps for Youth</i>” launched in February 2016 helped to articulate and at the same time market UNESCO’s comparative advantage on the basis of achievements made and lessons learned from the work undertaken during the present quadrennial period. The region mobilized resources and implemented a portfolio of \$19 million programme in Syria, Lebanon, Jordan and Iraq, in order to increase access, improve quality and relevance of learning and strengthen national education</p>	High

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
	systems, while UNESCO/Amman and UNESCO/Beirut developed two major proposals to a total amount of \$34 million (in negotiation with the donor as at 30 June 2016).	
<b>PI:</b> Increase in the number of countries implementing UNESCO's Guidelines (analytical framework) to review their national education laws <b>T 2014-2017:</b> At least 8% increase in country reporting of 1960 Convention on the Right to Education <b>T CAP 2016-2017:</b>	On track.	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The main identified challenges were the external factor related to dramatic changes in policy contexts and crisis: A number of activities have been postponed or experiencing important delays. This is the case of Yemen, where a prevailing security situation prevented UNESCO from fielding any technical missions during 2014; South Sudan, where no implementation was carried out due to the political crisis; Thailand, where a major political situation has provoked a major delay in implementation, with the main activity only resumed in mid-2015; Mali, where political instability and insecurity in the North still prevail; and Haiti, where a constant turnover of the senior government officials has led to some delays in the programme implementation. The main internal challenges faced during the reporting period are (i) scarcity of funding to provide full-scale and sustainable support to its field offices and Member States (ii) the lack of fast tracked procedures (administrative and financial flexibility) for rapid and more effective action, and (iii) the lack of human resources especially for the PCPD Desk.</p>	<p>Two major courses of action have been identified to address the internal challenges. First, the growing mobilization of in-house expertise (e.g. instead of relying on external experts, staff members from other divisions and sections contributed with their own expertise to the policy review work), which may increase the cost-effectiveness of UNESCO interventions. Second, the need to devote more efforts to cross-fertilization across regions, which is something that Headquarters may be addressing through the development of global activities with the involvement of the regions (in particular, the reports and the international conferences planned for 2015) (e.g. Country case studies for the upcoming reports were conducted by the respective regional offices with the methodological guidance provided by Headquarters).</p>

<b>ER 2: National capacities strengthened to scale up inclusive and gender-responsive quality literacy programmes</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	


<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.


Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<b>PI:</b> Number of countries supported by UNESCO in the implementation and scaling-up of gender-responsive literacy programmes <b>T 2014-2017:</b> 25 countries <b>T CAP 2016-2017:</b> 15 additional countries can be supported if additional resources are mobilized	<ul style="list-style-type: none"> <li>•At regional and country level, 38 countries were supported for gender-responsive youth and adult literacy programmes. This includes the following.</li> <li>•14 countries (Angola, Cameroon, Côte d'Ivoire, Equatorial Guinea, Mauritania, Morocco, Nigeria, Rwanda, South Sudan, Sudan, Tunisia, Syria, Yemen and Pakistan) were supported to reinforce their national policies and plans for literacy.</li> <li>•23 countries maintained or reinforced literacy</li> </ul>	High

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
	efforts through development relevant operational programmes, many of which are gender-responsive. •11 countries were supported by the CapEFA programme for national capacity building.	
<b>PI:</b> Number of countries supported by UNESCO which have developed quality literacy programmes for out-of-school children <b>T 2014-2017:</b> 10 countries <b>T CAP 2016-2017:</b> 5 additional countries can be supported if additional resources are mobilized	18 countries were supported to focus on out-of-school children and youth through building national education systems and policies, including equivalency programmes, as well as providing flexible learning opportunities	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Main challenges include the following: in many countries, making adult and youth literacy a real national priority and maintaining interest of partners in this field; adapting the evolving concept of literacy relevant to contemporary societies in managing policy and programme cycles; at all levels, intersectoral collaboration and partnerships between stakeholders, particularly between a government and civil society organizations; and the volatile, political, and/or security situations in countries, such as Afghanistan, Egypt, Nigeria, Pakistan, South Sudan and Somalia.	As a response, UNESCO uses different opportunities to raise the literacy profile and enhance an evidence base to mobilize stronger political will and resources. As the honest broker, UNESCO also facilitated dialogue and collaboration across different sectors and constituencies, through convening meetings and operational activities. UNESCO remains flexible in adjusting its workplans to find alternative means to achieve expected results in countries with particular situations.

<b>ER 3: Capacities of Member States strengthened to design and implement policies aiming at transforming TVET</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b> 
--	--


<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<b>PI:</b> Number of countries whose systems have transformed towards supporting youth transitions and building skills for work and life <b>T 2014-2017:</b> 20 countries having used UNESCO's policy reviews to initiate the development of policy transformed towards supporting youth transitions and based on the principles of inclusion, gender equality and sustainability <b>T CAP 2016-2017:</b> 10 additional countries having used UNESCO's support to better forecast skills supply and demand and improve strategic planning	12 countries <b>Policy reviews and Development:</b> During the reporting period, three policy reviews reports were prepared and will be published in July (Madagascar, Saint Lucia and Sudan). Madagascar and Saint Lucia developed new TVET policies with the support of UNESCO. UNESCO is also supporting Namibia in reviewing its TVET, Higher Education and Innovation policy. <b>Capacity- Building:</b> 9 countries (Afghanistan, Benin, Botswana, DR Congo, Madagascar, Malawi, Liberia, Namibia and Zambia) benefitted from BEAR and Cap-EFA support to transform their TVET systems and support youth transition to labour market. In addition, 7 countries (Algeria, Israel, Jordan, Lebanon, Morocco, Palestine, Tunisia) are benefitting from UNESCO's support in the area of skills anticipation and assessment through the EU-funded Net-MED Youth project.	High

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of countries reporting on the implementation of TVET-related normative instrument</p> <p><b>T 2014-2017:</b> - 20 countries used the Revised Recommendation to monitor and assess their national TVET policy - 5 countries used the set of TVET indicators developed by UNESCO to monitor progress and publish TVET statistics outlook - The World Reference Levels adopted as reference guidelines for recognition of qualifications</p> <p><b>T CAP 2016-2017:</b></p>	The work on implementing the Recommendation is starting now.	Medium
<p><b>PI:</b> Number of UNEVOC Centres participating in programmes and contributing to the production of knowledge products</p> <p><b>T 2014-2017:</b> 50 UNEVOC Centres engaged in producing knowledge products on youth skills development and greening TVET.</p> <p><b>T CAP 2016-2017:</b></p>	25 UNEVOC centres	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
TVET has been neglected for long time as consequences national stakeholders lack capacities to lead reforms that cut across every sector of the economy, it is administratively and politically complex with shifting responsibilities between ministries affecting UNESCO's policy support to Member States. Limited delivery capacity of UNESCO in TVET compared to other education sub-sector in some regions in particular Arab region	UNESCO focuses its support to stakeholders' capacity development including through UNEVOC network and mobilization of extrabudgetary resources. The recruitment of new TVET staff is under way.

<b>ER 4: National capacities strengthened to develop evidence-based higher education policies to address the challenges of equity, quality, inclusion, expansion, mobility and accountability</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	

<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.


Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of countries adhering to UNESCO's normative higher education instruments and supported in the implementation of these instruments</p> <p><b>T 2014-2017:</b> 8 additional countries adhere to the revised conventions</p> <p><b>T CAP 2016-2017:</b></p>	China, Australia, New Zealand ratified the Asia and Pacific Convention. Work is in progress for Addis Convention. Work in progress.	Medium
<p><b>PI:</b> International and regional conferences organized with UNESCO's support on key policy issues in Higher Education, including on technology-driven teaching and learning models</p> <p><b>T 2014-2017:</b> 2 international conferences</p> <p><b>T CAP 2016-2017:</b> 3 regional/international meetings</p>	Work in progress for UNESCO-CANQATE Annual Regional Conference in the Guyana October 2016. Preparation is on for the International Conference in Quality assurance in Higher Education for 2018. Work in progress.	High



Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<b>PI:</b> Number of countries supported which have engaged in the reform of higher education <b>T 2014-2017:</b> 8 countries supported <b>T CAP 2016-2017:</b> 4 additional countries	Technical support was provided to Cambodia, Nepal, Myanmar, the Pacific Islands countries, Armenia, Namibia, Republic of Korea, China, Fiji, Kazakhstan, Malaysia, Myanmar, and Sri Lanka.	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Resource mobilization remains a big challenge; further resources (financial and human) are required.	Recruitment of a staff, through extrabudgetary funds, is under way. SDG 4, places emphasis on higher education. UNESCO will try to advocate further among education stakeholders for the importance of higher education, and thus attract further funding.

<b>ER 5: National capacities strengthened, including through regional cooperation, to develop and implement teacher policies and strategies so as to enhance the quality of education and promote gender equality</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b> 
---	--

<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.


Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<b>PI:</b> Number of countries which have initiated reform and/or review of teacher policies and systems, paying strong attention to equity and gender issue <b>T 2014-2017:</b> 20 Member States <b>T CAP 2016-2017:</b> 2 more countries	UNESCO provided technical assistance, expertise and support for the updating of information, knowledge and research on teachers and school principals; developed teacher information management systems and technical publications to serve as reference materials for different stakeholders; Examples include: reference frameworks and guidelines to improve the quality of education focusing the efforts on teachers, particularly in LAC; technical support provided for educational reforms and policy dialogue in the area of teachers (Chile, Colombia, Mexico, Peru); Among others, UNESCO produced more than 10 publications regarding key issues for the improvement of teachers' performance in the areas as pre and in service programmes, professional career, teachers' assessment, standards for teacher's performance, learning communities, and issues related to policy design towards teachers' professionalization. UNESCO has also put teachers' matters as a key priority for the Education 2030 Agenda and its Framework for Action through organizing several policy debates (Brazil, Chile, Colombia, Dominican Republic, Panama). - 38 teachers were trained in education in emergencies (EiE), and parent-teacher associations supported in Kurdistan (Iraq) within the framework of the National Teacher Strategy; the establishment of a distance learning platform, four training packages and a toolkit on innovative pedagogies for teachers (to be disseminated at the end of 2016 in Iraq).	High

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of countries where teacher training and continuous professional development have been strengthened</p> <p><b>T 2014-2017:</b> 20 Member States</p> <p><b>T CAP 2016-2017:</b></p>	<p>16 Members States. support provided for the improvement of competencies frameworks for teachers, to initiatives such as: the “Programme-cadre” (West Africa) to national teacher training curricula/programmes in science, mathematics and technologies; the programme “Quality Systems for Quality Teachers” (Jordan and Palestine); frameworks on teacher competency standards and for curriculum reforms and teachers licensing (Myanmar); the translation of UNESCO ICT Competency Framework for Teachers into Chinese (Disseminated in China, Mongolia and Democratic People’s Republic of Korea); the programme “Teachers Learning in Networks” (Paraguay and Uruguay); National Teacher Strategy in Iraq; a project to prepare teachers for global citizenship, as well as assistance for curricula, pedagogies and resources (Bhutan, China, India, Japan, Malaysia, Philippines, Republic of Korea, Sri Lanka and Thailand); and the creation of an ICT department and appointment of ICT teachers in Myanmar. Finally, The Southeast Asian Guidelines for pre-primary Education and Professional Development Systems were endorsed by Ministers of Education from 11 Southeast Asian countries.</p>	High
<p><b>PI:</b> Number of teacher training institutions in sub-Saharan Africa which have been reinforced and are fully operational</p> <p><b>T 2014-2017:</b> 15 sub-Saharan African Member States</p> <p><b>T CAP 2016-2017:</b></p>	<p>Support provided to 12 Member States</p> <p>UNESCO has mobilized and delivered technical assistance to support several initiatives through producing: a “resource pack for teacher training in basic education” that will be utilized by several countries Africa; resource materials on gender pedagogy (Uganda); resource materials on inclusive and innovative pedagogies (Rwanda). Support was provided also to training initiatives for teachers under crisis/emergency situations (Syrian displaced communities and Palestinians). Through the CapED programme, aligned to the Chinese Funds-in-Trust project on ICT, institutional and human resource capacities are being strengthened in Mali, Uganda, Rwanda, Burundi, Ethiopia, Côte d’Ivoire, Namibia, United Republic of Tanzania, Congo DR, Republic of Congo, Togo and Zambia.</p>	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Improving the quality of teachers is key to improving the overall quality of education. It is a huge challenge that must be overcome to achieve the new SDG 4 goals. Recognizing the importance of teachers, UNESCO has many initiatives and programmes related to teachers (CapED, CFIT, Teacher Task Force, LAC Regional Strategy, etc.). However, it has been a challenge to streamline and create synergies between the various initiatives and programmes, particularly in Africa, UNESCO’s priority target region for teachers.</p>	<p>A retreat of ED Sector staff in Africa was held in June 2016 to improve cooperation among the five Regional Multisectoral Offices on the continent and set up better coordination mechanisms. It was agreed that each office and IICBA will be responsible for leading, coordinating, reviewing and reporting on the implementation of selected thematic areas in the region. Teachers will fall under IICBA’s competence, and it is expected that this arrangement will significantly improve programme delivery and ensure better synergies and complementarity among the various teacher activities. Also, in view of streamlining the diverse extrabudgetary programmes, a new unit has</p>

Key challenges	Remedial actions
	been created at Headquarters at the beginning of 2016 to ensure that the various initiatives will be better aligned and create synergies and complementarity at country level. This unit provides support to the senior managers as well as to the field offices.

<b>ER 6: Capacities of Member States strengthened to promote, monitor and assess the processes and outcomes of competency-based learning</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	


<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.




Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of countries supported which developed comprehensive and inclusive curriculum in view of competency-based learning</p> <p><b>T 2014-2017:</b> 10 Member States</p> <p><b>T CAP 2016-2017:</b></p>	<p>At least 10 Member States</p> <p>UNESCO has continued to provide support to Member States on curricula development that promote a competency-based approach. In particular the UNESCO Office for Iraq and the Regional Bureau in Beirut have assisted curricula and textbook development for math and science for grades 1-3 in Iraq, and have supported national processes of curriculum and textbook reviews in Egypt, Qatar, and Syria. A regional expert meeting in Beirut focusing on trends and challenges in competency development was conducted, and attended by some 25 high-level experts in the region, whose outcomes are being documented in a booklet.</p> <p>UNESCO, particularly through IBE, is supporting competency-based curriculum reforms in Afghanistan, as well as in Kenya through its cooperation with and support to the Kenya Institute of Curriculum Development. In addition, through a GPE funded-project, IBE has been supporting the Ministries of Education of Burkina Faso, Niger and Senegal in improving learning outcomes in reading in early grades through 13 capacity development workshops on reading, material development, teacher training and technical assistance. Field work has led to the production of an international comparative study and national reading curricula analysis, informing curriculum reforms in these countries.</p> <p>IBE also provides support to Cambodia, Indonesia, Kenya, and Nigeria through the “Strengthening STEM curricula for girls in Africa and Asia and Pacific” Project (Phase I) funded by Malaysia. The aim of the project is to mainstream gender-sensitive STEM education in educational policies, curriculum, pedagogy and teacher education. Three (3) needs assessment/training workshops have been carried out within the context of the project, with roadmaps and matrixes developed for in-country interventions. The Malaysian experience has been showcased in the IBE series of In-progress Reflections on Current and Critical Issues in Curriculum and Learning. Through UNESCO San Jose, the process of curricula revisions in Central American countries has been assisted through the creation of one module on</p>	High

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
	prevention of violence in schools, with specific attention to gender issues.	
<p><b>PI:</b> Number of countries which developed and/or strengthened national assessment tools for measuring learning outcomes in light of the global framework and national benchmarks for competence-based learning</p> <p><b>T 2014-2017:</b> 10 Member States</p> <p><b>T CAP 2016-2017:</b> 5 Member States (in addition)</p>	<p>10 Member States</p> <p>At the regional level and within the framework of the Arab Agenda for Improving Education Quality, UNESCO Rabat and Beirut have conducted several regional workshops and national validation workshops for the SABER (Systems Approach for Better Education Results) Student Assessment Country Reports. In the Asia-Pacific region, UNESCO has been supporting 22 countries across the region through its Network on Education Quality Monitoring (NEQMAP). With 36 members, involving representatives from Ministries of Education, assessment and evaluation bodies, universities, research centres, NGOs, regional and subregional organizations, NEQMAP's main purpose is to enhance the use of student learning assessment to strengthen education systems.</p> <p>The support provided through the NEQMAP includes: (a) four regional capacity development workshops, (b) national-level technical assistance to three countries, (c) the completion of four research studies including research on the impact of large scale assessments on policy and practice, assessment of transversal skills and competencies, and school based assessment, and (d) the establishment of the NEQMAP knowledge portal providing all types of documentation related to assessment, curriculum and pedagogy in the Asia-Pacific region. NEQMAP is seen as a model to replicate in other regions and is making efforts to expand its reach by engaging countries from Central Asia in its work. Aside from its work on NEQMAP, UNESCO Bangkok has also been engaged in producing a regional study with a gender angle on learning, namely "A Complex Formula: Girls and Women in Science, Technology, Engineering and Mathematics in Asia".</p> <p>In Latin America, UNESCO Santiago which has been successfully leading the Latin American Laboratory for Assessment of the Quality of Education (LLECE), has finalized the Third Regional Comparative and Exploratory Study (TERCE) - a large scale study of learning achievements that evaluates mathematics, language and science at primary level (grades 3 and 6) and which has increased the knowledge base on the level of learning achievements of LAC primary students. 15 countries have taken part in the TERCE, namely: Argentina, Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru and Uruguay, and the Mexican state of Nuevo León (Mexico). Information and practical tools have been made available for different audiences, particularly teachers, through a collection of 4 volumes, one for each discipline evaluated by TERCE. These are meant to familiarize teachers with learning results and provide them with practical tools to use in classrooms.</p>	High

## Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The Expected Result on Learning was a new one in the 37 C/5, covering a wide range of issues. In terms of reporting, it has been challenging to narrow down and to fully capture UNESCO's work under a single result, which encompasses areas such as teaching and learning processes, curricula and learning assessments. The fact that learning is a broad area and an end in itself has also meant that the activities conducted by different UNESCO entities have been somehow fragmented. If the expected result would have been more confined and explicit, then the human and financial resources that have been employed would have been utilized more strategically, bringing greater visibility and more tangible outputs. In consideration of the above, UNESCO's activities in curriculum and assessment could potentially be more beneficial and could help maximize UNESCO's programme impact in a more visible manner. The activities at global and regional levels necessitate clear communication on the purpose and scope of each programme and require joint planning to ensure complementarity and consistency.</p>	<p>In order to address the challenges mentioned and drawing on lessons learnt, more programmatic focus has been made in the 38 C/5 on two areas. This has meant that the activities planned for this current biennium are more strategized and in greater alignment with the targets of SDG4-Education 2030. Additional remedial actions that have been undertaken concern the synergies created within UNESCO to foster knowledge production and exchange and strengthen joint planning and communication. These synergies have enabled different UNESCO entities to have a wider scope and awareness on who is doing what and where expertise lays. This has also enabled greater use of internal expertise which has been a cost-efficient measure.</p>

<b>ER 7: National capacities strengthened to develop and implement technology policies in education, particularly in teacher training and professional development</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	


<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.


Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of countries supported by UNESCO which have scaled up their ICT in education policies or programmes</p> <p><b>T 2014-2017:</b> 25 Member States</p> <p><b>T CAP 2016-2017:</b> -ICT in Education Policy webportal</p>	<ul style="list-style-type: none"> <li>National ICT in education Policies of Bahrain, Chili, Jamaica, Kenya, Kyrgyzstan, Mauritius, Papua New Guinea, Rwanda, Seychelles, United Republic of Tanzania, Thailand, Uganda, Uzbekistan and 10 Eastern and Central European countries developed or reviewed</li> <li>5 African countries were supported by Headquarters in developing institutional ICT competency standards and programmes: Côte d'Ivoire, Congo, DR Congo, Ethiopia, Namibia.</li> <li>Programmes on using mobiles to support literacy programmes for out-school children in Thailand, using mobile technologies to empower girls of secondary schools in Myanmar,</li> <li>National policies across the ASEAN, and Iraqi in utilizing ICT or ODL in higher education reviewed and supported</li> </ul>	High
<p><b>PI:</b> Number of countries supported by UNESCO which have implemented standard-based national or institutional programmes for teachers to make effective pedagogical use of ICT, with reference to UNESCO ICT-CFT</p> <p><b>T 2014-2017:</b> 25 Member States</p> <p><b>T CAP 2016-2017:</b> + 3 States</p>	<p>20 countries:</p> <ul style="list-style-type: none"> <li>Kenya, Colombia, Nepal, Philippines, and Uzbekistan developed and endorsed national ICT competency standards for teachers;</li> <li>Congo, Côte d'Ivoire, Cuba, DR Congo, Ethiopia, Jamaica, Kenya, Liberia, Namibia, United Republic of Tanzania, and Uganda in developing training programmes on ICT in</li> </ul>	High

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
	education. <ul style="list-style-type: none"> <li>• Train My Generation Programme in Gabon.</li> <li>• Mozambique, Rwanda, and Zimbabwe have been supported to develop teacher training programme on ICT.</li> <li>• Zambia was supported by Headquarters in developing training programme for secondary IT teachers, and more than 200 trainers and master teachers have been trained.</li> </ul>	
<b>PI:</b> Number of countries supported by UNESCO in developing and adopting open educational resources (OER) <b>T 2014-2017:</b> 20 Member States <b>T CAP 2016-2017:</b>	12 countries: National policies for OER of Bahrain, Kenya, Madagascar, Oman, Philippines, Qatar, and Saudi Arabia have been developed and finalized; The framework national OER policies of Djibouti, Ethiopia, Ghana, Indonesia, Togo have been developed or reviewed.	Medium

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Significant constraint of regular budget compared to the surging needs from member states in the field of ICT in Education.	Proactive strategies and action to raise extrabudgetary funds and resources, and increased coordination between regular and extrabudgetary project activities.

<b>ER 8: Member States integrate peace and human rights education components in education policies and practices</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b> 
--	--


<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.




Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<b>PI:</b> Number of countries supported which have integrated education for peace and human rights (HRE) and global citizenship education (GCED) in their education policy and programmes <b>T 2014-2017:</b> At least 10 new countries include education for peace, HRS and GC in ED policies and programmes <b>T CAP 2016-2017:</b> 2 additional countries	The Sixth Consultation on the implementation of the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974) has been launched in June 2016. Subregional orientation workshops and global advocacy has been ensured.	High
<b>PI:</b> Indicators to measure GCED-related learning outcomes developed through UNESCO's support <b>T 2014-2017:</b> Use by at least 5 additional countries. <b>T CAP 2016-2017:</b>	The global indicator to measure progress towards Target 4.7 has been adopted and reports to the 1974 Recommendation declared main data source. Collaboration to ensure development of thematic indicators and other data sources has been ensured.	High
<b>PI:</b> Number of countries engaged in the implementation of the 1974 Recommendation <b>T 2014-2017:</b> 70 countries <b>T CAP 2016-2017:</b>	The launch of the consultation has been disseminated through Permanent Delegations, National Commissions, NGOs, across the field network and with GCED stakeholders. A Target 4.7-dedicated webpage showcasing data has been conceptualized.	High

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of ASPnet members supported which have delivered quality programmes and projects on peace, human rights and other UNESCO and United Nations priorities</p> <p><b>T 2014-2017:</b> 20% of ASPnet members</p> <p><b>T CAP 2016-2017:</b> 20% of ASPnet members</p>	<p>A new ASPnet online platform, that will allow monitoring and data collection, is being developed and will be launched in September 2016.</p>	<p>High</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Manifestations of violent extremism, such as terrorist attacks engaging young people, have increased demand for UNESCO's response through GCED. To be able to respond to these demands in the most appropriate and efficient way, UNESCO has been mobilizing extrabudgetary resources and seeks to expand partnerships with stakeholders to increase the cover and scope of its work. At the regional level, the main challenge is to ensure that the dynamic created during advocacy and capacity building events is maintained, including the development of follow-up strategies for implementing the methodology elaborated in a context of limited financial resources. Close cooperation with FOs is key to effectively implement global guidelines and tools, while this requires additional resources. Much remains to be learned from local and national experiences to inform global understandings of PHRE. Requests from ASPnet National Coordinators to support projects and activities at the national or regional level have continued to grow.</p>	<p>Resources limitations have been addressed by the mobilization of extrabudgetary resources were mobilized in implementing UNESCO's activities, with contributions from Member States and partners. Synergies with Education for Sustainable Development have been ensured through joint and harmonized work in relation to UNESCO's contributions to global measurement and implementation of Target 4.7. UNESCO's cooperation with the United Nations and IGOs allowed avoiding duplication, enhancing visibility and ensuring cost-effectiveness. In the field, UNESCO will ensure systematic communication on GCED in order to maintain this relevant issue in the regional agenda and thus mobilize political will and actions at national level. Alliances with local actors have been found to promote sustainability conditions such as the ownership of results by local agents and according to the circumstances of their contexts.</p>

<p><b>ER 9: Capacities of Member States strengthened to integrate ESD into education and learning, and ESD strengthened in the international policy agenda</b></p>	<p><b>Assessment of implementation of Workplans:<sup>(1)</sup></b></p> <p style="text-align: center;"></p>
--	---

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.


Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of partners joining UNESCO to launch and implement the Global Action Programme on ESD (GAP)</p> <p><b>T 2014-2017:</b> 1 programme framework</p> <p><b>T CAP 2016-2017:</b></p>	<p>Global Action Programme on ESD launched at 2014 World ESD Conference with more than 360 commitments from stakeholders from 80 countries. By June 2016, a total of 500 commitments received.</p>	<p>High</p>
<p><b>PI:</b> Number of references to ESD in outcome documents reflecting decisions made at international-level</p> <p><b>T 2014-2017:</b> 5</p> <p><b>T CAP 2016-2017:</b> 1 additional reference</p>	<p>16 references including Aichi-Nagoya Declaration on ESD; UNGA Resolutions 69/211 and 70/209; SDG Target 4.7; Education 2030 Framework for Action; 2015-2025 MAB Strategy; SAMOA Pathway; COP20 Lima Ministerial Declaration on Education and Awareness-raising; Paris Agreement; G7 Kurashiki Declaration; Batumi Ministerial Statement on ESD; UNEA-2 resolution 3</p>	<p>High</p>



Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of countries supported to integrate a holistic approach of ESD into the curriculum with a focus on climate change, disaster risk reduction and biodiversity</p> <p><b>T 2014-2017:</b> 25</p> <p><b>T CAP 2016-2017:</b> 6 additional countries</p>	<p>Technical support in policy, planning, curriculum, teacher training and learning materials development provided: Bangladesh, Brazil, Cambodia, Chile, Costa Rica, Cuba, DR Congo, Ecuador, Egypt, Ethiopia, Fiji, India, Indonesia, Jordan, Kuwait, Lebanon, Mexico, Mongolia, Oman, Pakistan, Namibia, Nepal, Peru, Philippines, South Africa, Thailand, Tonga, United Republic of Tanzania, and Viet Nam</p>	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Challenges in realizing the full potential of ESD include: the need for further alignment of education and sustainable development sectors; the need for more work towards institutionalizing ESD to ensure strong political support for implementing ESD on a systemic level; and finally, the need for more research, innovation, monitoring and evaluation to develop and prove the effectiveness of ESD good practices. Securing political commitment for the Global Action Programme is a lengthy process, requiring on-going communication with relevant Key Partners, actors and stakeholders. Efforts are necessary to sustain, further strengthen and scale up commitments among the different Partner Networks and other major ESD stakeholders. Actions to help increase stakeholders' understanding of ways to integrate ESD into their programmes need to be pursued.</p>	<p>Foundation developed during the Decade support a wide range of global to local responses - to help sustain momentum on ESD into the future. GAP implementation focuses on scaling up ESD actions. A GAP ESD Clearing house was launched to enhance the availability of good practice examples. A GAP monitoring scheme will be put in place and relevant research will be encouraged. Country-level interventions provide an important means to strengthen political commitment and capacities to systematically use education to address global challenges. Stakeholders' involvement in the planning and implementation of activities is key to promote and increase sustainability of actions and foster linkages with other programmes. All activities are implemented in a cost-effective manner, aligning regular programme and extrabudgetary projects to complement each other. Efforts are made to ensure that "best value for money" is achieved at all times. Furthermore, activities are carried out in close cooperation with regional entities and other United Nations partners for technical and logistical support to ensure maximum cost-effectiveness and efficiency. The main lesson learned is that to successfully integrate ESD, there needs to be a holistic approach that takes into account its multidisciplinary nature and guarantees shared commitment of decision-makers and stakeholders. Through implementing the GAP, UNESCO will remain at the forefront of leading and shaping ESD into the future.</p>

<p><b>ER 10: Member States deliver good quality health education, HIV and comprehensive sexuality education that contribute to healthy lifestyles and gender equality</b></p>	<p>Assessment of implementation of Workplans:<sup>(1)</sup></p> <p style="text-align: center;"></p>
---	--

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.


Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of countries with a multisectoral strategy that addresses HIV in the school setting</p> <p><b>T 2014-2017:</b> 93% (170/182) of countries include the education sector in their multisectoral strategy</p> <p><b>T CAP 2016-2017:</b> Additional XB resources would</p>	<p>109 of 115 (95%) countries reported having a multisectoral strategy on HIV that addresses education, and 66 of them have an earmarked budget for education (NCPI 2014). UNESCO has supported over 80 countries to strengthen comprehensive sexuality education, which includes</p>	High



Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
be used to either (a) reach additional countries, or (b) enhance implementation and monitoring of ongoing multisectoral strategies	a focus on HIV and other health issues, gender equality, and the prevention of violence, discrimination and bullying.	
<p><b>PI:</b> Number of countries where at least 50% of schools provided life skills-based HIV and sexuality education within the previous academic year</p> <p><b>T 2014-2017:</b> At least 72% of UNAIDS high impact countries in Africa (18 out of 25)</p> <p><b>T CAP 2016-2017:</b> Additional XB resources would be used to either (a) support additional countries to provide life skills-based HIV and sexuality education in 50% of schools, or (b) to support the further scale-up of CSE to exceed 50% in the 16 HIC countries</p>	<p>15 of 21 East and Southern African countries provided CSE in 40% of primary schools, and 12 provided CSE in 40% of secondary schools. Seventeen (17) West and Central African countries affirmed a Call to Action to strengthen CSE in the region. On the basis of the 2015 report on the global status of school-based CSE, almost 80% of the 48 countries assessed have policies or strategies which support CSE.</p>	High
<p><b>PI:</b> Number of countries with education sector rules and guidelines for staff and students related to physical safety, stigma and discrimination and sexual harassment and abuse that have been communicated to relevant stakeholders in educational institutions</p> <p><b>T 2014-2017:</b> At least 60% of UNAIDS high impact countries in Africa (15 out of 25)</p> <p><b>T CAP 2016-2017:</b> Additional XB resources would be used to either (a) support additional HIC countries to adopt education sector guidelines on school-related gender based violence, or (b) to support strengthened implementation and monitoring of ongoing guidelines.</p>	<p>35 countries have endorsed a Call to Action to address violence and bullying in schools on the basis of sexual orientation and gender identity/expression, following a May 2016 international ministerial meeting in Paris. Global guidance on school-related GBV will be launched mid-2016 and an international symposium on school violence and bullying will be held in Seoul, January 2017.</p>	Medium

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>A key challenge is ensuring that interventions and resources are well targeted. To do this, there is a need to strengthen data collection mechanisms at all levels and fill the gaps in knowledge and evidence around adolescents' and young people's health, education and rights. Another issue relates to conceptual shifts around HIV, CSE, SRH and school health. During the height of the epidemic, HIV was the central focus of international efforts, and CSE, SRH and health education were seen as components of the AIDS response. Recent data shows that AIDS is far from over: declines in adult infections rates have stalled, and HIV is on the uptick in some regions. Despite this, there has been a significant decline in donor support for AIDS, and in particular for UNAIDS, which has been a major source of funding for UNESCO's work on CSE and health education. While UNESCO's broad area of focus positions us well to adapt to this emerging context, it will be important to ensure that AIDS does not slip off the education agenda entirely, especially in countries with high epidemic prevalence and where the impact of HIV and AIDS continues to be a serious issue for learners, teachers and communities.</p>	<p>It is crucial to ensure that systems are in place to collect data that is finely disaggregated by sex, age economic status, and geographical location. Supporting the shift to this more granular approach is a costly and a lengthy process that requires significant technical support and backstopping at the country level. UNESCO's work to integrate HIV core indicators in national EMIS systems has shown that the process must proceed at its own pace in each country. In recent years, there has been growing recognition of the importance of CSE not just for HIV prevention but for providing young people with the information they need about puberty and menstruation, preventing early/unintended pregnancy, relationships and sexuality, and positive health-seeking behaviours. UNESCO continues to manage the 50% decline in funding through the UNAIDS Joint Programme for 2016, with possible further reductions projected for 2017. This has resulted in reduced staffing and activity funding, but nonetheless leaves UNESCO positioned to continue delivering towards the C/5 and other extrabudgetary commitments through the end of 2017. While significant other XB resources exist for ER10, resource mobilization opportunities for this important area of work will be prioritized to ensure the sustainability of the programme in 2018 and beyond.</p>

<b>ER 11: Coordination and monitoring mechanisms established and evidence from research generated in support of sustained political commitment for Education 2030 agenda</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b> 
--	--


<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

<p><b>PI:</b> Coordination mechanisms, including regular reviews, instituted at the global and regional level</p> <p><b>T 2014-2017:</b> At least 1 global coordination meeting held At least 1 global CCNGO meeting held At least 1 regular review process organized with co-conveners and other partners at different levels</p> <p><b>T CAP 2016-2017:</b></p>	<p>First SDG-Education 2030 meeting held. CCNGO Global Coordination Group meeting held in preparation for global 2017 meeting. One face-to-face meeting and one virtual meeting organized with co-conveners and partners.</p>	High
<p><b>PI:</b> Global and regional monitoring mechanism established and operational</p> <p><b>T 2014-2017:</b> 1 monitoring report at global level launched At least one regional coordination mechanism established A set of thematic indicators for SDG 4 agreed upon by the international community</p> <p><b>T CAP 2016-2017:</b></p>	<p>2016 Global Education Monitoring report to be launched in September 2016. West and Central Africa and Arab Regional ED 2030 Partners Group established and Asia-Pacific Thematic WG renewed. Technical Cooperation Group (TCG) on Indicators for SDG4-Education 2030 to further refine the thematic indicators.</p>	High
<p><b>PI:</b> Number of regional and sub-regional expert meetings to develop their capacity in setting up national benchmarks and monitoring mechanisms of the Education 2030 agenda in their national contexts</p> <p><b>T 2014-2017:</b> At least 4 regional/subregional expert meetings held to support countries</p> <p><b>T CAP 2016-2017:</b></p>	<p>Regional meetings have taken place for West and Central Africa, Asia and the Pacific and the Arab States. Several multi-stakeholder high-level technical meetings were organized in preparation of the regional consultation meeting for the Latin America and Caribbean region.</p>	High
<p><b>PI:</b> Education policy dialogue encouraged based on research on emerging issues</p> <p><b>T 2014-2017:</b> 6 national/subregional policy fora organized 3 Policy briefs on key thematic area of the Education 2030 agenda</p> <p><b>T CAP 2016-2017:</b></p>	<p>A series of national consultations, supported by UNESCO organized in several countries. Two subregional meetings were organized in Asia and the Pacific. Two briefing notes were produced and two more are currently being finalized. Regional policy briefs are being produced.</p>	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The main challenge over the past years was to ensure the adoption of a single global education agenda which is holistic and to reposition UNESCO in a lead role in international education and development. In the long term it will be a challenge to keep all partners engaged and to keep the political commitment for the implementation of SDG4-Education 2030 at a high level. Continuous coordination and communication between (and within) Headquarters, field offices and partners will be key. Field offices are in need of more guidelines, advocacy and communication tools. Capacity at country level, especially with regards to data and monitoring needs to be developed. Both the field offices and Headquarters are facing budget constraints. The organization of the Global CCNGO Meeting will only be possible if additional funding can be mobilized. The Section entrusted with the global coordination of the SDG4-Education 2030 Agenda is understaffed.</p>	<p>Building on the Education for All Movement and the work of the EFA Steering Committee, inclusive and comprehensive consultations were held with the global education community building consensus around an ambitious and holistic new global education agenda. Recently an internal technical coordination group for SDG4-Education 2030 was set up. Various communication tools (website, info alert) are currently being put in place. External partners approached to seek funding for the Global CCNGO Meeting. Additional Temporary Staff recruited or planned to recruit.</p>

## MAJOR PROGRAMME II: NATURAL SCIENCES

<b>ER 1: STI policies, the science-policy interface, and engagement with society, including vulnerable groups such as SIDS and indigenous peoples, strengthened</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	


<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.


Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of assisted Member States which have adopted STI policies, policy instruments and governance tools for the development of their STI systems</p> <p><b>T 2014-2017:</b> -- At least 14 Member States in three regions with STI systems improved --At least 12 countries integrated in the GO-SPIN platform -- At least 1 North-South-South university networks for training and research in STI policy developed -- At least 2 Member States with parliaments having increased understanding of the value and use of STI policy -- At least 2 science parks and technology business incubators initiated/developed -- At least 2 Member States have established multi-functional science centres/museums and improved their governance structure</p> <p><b>T CAP 2016-2017:</b> 8 additional Member States</p>	<p>-7 countries (Algeria, Niger, Mozambique, Senegal, Nigeria, Namibia and Mongolia) -1 volume published (Israel); 15 countries integrated and 4 countries under development - 2 UNESCO Chairs (Tunisia + United Republic of Tanzania) -Capacity building for parliamentarians in South Africa -N/A -A category 2 centre under negotiation in Korea</p>	High
<p><b>PI:</b> Number of policy-makers contributing to nurture regional, interregional and international debates on best practices in STI for development that are based on initiatives by or with UNESCO</p> <p><b>T 2014-2017:</b> -- At least 50 Ministers of S&amp;T and/or higher education contribute to best practices in STI for development at international or regional forums that are based on initiatives by or with UNESCO -- At least 30 STI policy-makers from developing countries engage in science diplomacy through initiatives launched by or with UNESCO</p> <p><b>T CAP 2016-2017:</b></p>	<p>At least 15 policy-makers from developing countries participated in UNESCO STI policy side events in Antalya (May 2016) and New York (June 2016)</p>	Medium
<p><b>PI:</b> The science-policy interface, particularly for sustainability issues, reinforced at global to national level through UNESCO's clear contributions to high-visibility initiatives</p> <p><b>T 2014-2017:</b> --The advice of the UNSG SAB recognized by the Secretary-General as useful and mainstreamed into relevant processes and the work of UN organizations – UNESCO's contribution to the IPBES programme of work 2014-2018 having contributed to the integration of non-economic values of biodiversity and ecosystem services and to the application of participatory scenarios in decision-making -- Future Earth's full operational nature will have allowed for scientists from countries and regions to begin execution of a new global change research agenda -- Thanks to UNESCO's conceptual and methodological guidance, Member States will have clarified the applicability of the sustainability science approach at the national and regional level</p> <p><b>T CAP 2016-2017:</b> The outcomes of the UNSG SAB work reproduced in a glossy version and widely disseminated to at least five international</p>	<p>- The UNSGSAB report finalized in E/F/S, to be presented to the UNSG at the United Nations Headquarters, Sept. 2016 - 3 IPBES expert workshops held between June 2015 and June 2016 - 20 scientists and other stakeholders to be trained in Future earth, fall 2016 - The sustainability science project (2016-2017) funded and partially implemented (1 out of the 3 planned symposia held, and the 2nd for late 2016)</p>	High

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
high-level events UNESCO's expert work in support of the IPBES programme of work 2014-2018 further expanded to encompass one expert workshop on values of biodiversity and ecosystem services and one expert workshop on narrative storylines At least 10 scientists from developing countries in Africa and Latin America trained in global change research and the co-design approach of Future Earth A pilot project on UNESCO's role and value-added to the sustainability science approach designed and implemented		
<p><b>PI:</b> Number of SIDS priority actions, as identified in the SIDS Action Plan, advanced by SIDS; and local and indigenous knowledge systems promoted and supported by Member States at the international and regional levels.</p> <p><b>T 2014-2017:</b> -- Priority actions implemented by SIDS of all three SIDS regions, with greater emphasis on enhancing community resilience and policy planning -- Procedures and guidelines for indigenous and local knowledge built into at least one international environmental assessment platform and one convention -- Indigenous and local knowledge holders revitalize their knowledge and work collaboratively with scientists and other knowledge holders in at least two regions -- A majority of Member States formally recognize UNESCO's policy on engaging with indigenous peoples</p> <p><b>T CAP 2016-2017:</b> Climate change education reinforced in 15 additional SIDS, notably through the Sandwatch Programme. IK-science knowledge co-production networks established in at least two subregions. Technical support on LINKS-science synergies provided to at least one intergovernmental environmental platform. One additional demonstration project reinforced for LINKS transmission</p>	<p>- SIDS Action Plan and Strategy approved - ILK procedures and approaches built into IPBES, IK in the UNFCCC Paris Agreement - ILK biodiversity projects in 3 regions (Africa, Europe &amp; Central Asia and Asia Pacific) - ILK climate change projects in 2 regions (Africa and Arctic) - Draft UNESCO policy on engaging indigenous peoples</p>	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Funding and particularly human resources are main challenges for the smooth implementation of activities.	New project proposals developed and submitted to potential donors for consideration. Enhancing cooperation with key agencies working in STI policy (e.g. AAAS, INGSA, CSTD, OECD, World Bank) Partnerships with key environmental bodies and stakeholders involved in engaging indigenous knowledge issues including UNFCCC, IPBES, WMO, FAO, UNDP, CBD, UNU-TKI, and respective indigenous caucuses.


<b>ER 2: Capacity-building in research and education in the natural sciences enhanced, including through the use of ICTs</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	


<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<b>PI:</b> Number of Member States which have promoted the sustainable use of renewable energy sources, in line with the objectives of the United Nations Decade of “Sustainable Energy for All” <b>T 2014-2017:</b> - At least 20 Member States <b>T CAP 2016-2017:</b> At least an additional four	11 Member States	High
<b>PI:</b> Number of Member States which have incorporated renewable energy use in national development plans based on UNESCO support. <b>T 2014-2017:</b> - At least 7 Member States <b>T CAP 2016-2017:</b> At least an additional 10 Member States	10 Member States	High
<b>PI:</b> Number of interdisciplinary science education initiatives including innovative methods of teaching at all levels introduced by Member States <b>T 2014-2017:</b> - At least 16 interdisciplinary science education initiatives operational <b>T CAP 2016-2017:</b> 16	4 developed and implemented	High
<b>PI:</b> Number of Member States especially in Africa which have strengthened scientific capacity through collaborative action and networking <b>T 2014-2017:</b> - 12 Member States <b>T CAP 2016-2017:</b> 12	4 Member states	High
<b>PI:</b> Number of trained young scientists in the basic sciences contributing to knowledge applicable to sustainable development <b>T 2014-2017:</b> - At least 85 students enrolled in Ph.D., STEP and Diploma programmes at ICTP, of whom at least 30% are women - At least 200 basic sciences young teachers trained by UNESCO IBSP - At least 10 young scientists benefitting for a research grant through the UNESCO/IUPAC/PhosAgro grant scheme <b>T CAP 2016-2017:</b> 200 additional young scientists trained.	25 enrolled in a Ph.D. 420 Young scientists trained 6 in 2016 (18 in the last three years).	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Addressing the SDG 7 and the United Nations Decade 2014-2024 of “Sustainable Energy for All” particularly in developing countries requires practical measures and concrete actions that serves as best practices to improve the related energy policies. This can be achieved in a number of countries in need by mobilizing further support and resources both human and financial. - Monitoring & evaluation data for Research Grants was limited till 2015; a better system is now in place - In many programmes geographical distribution and gender balance remain a challenge - Improve dissemination in LDCs.	Close collaboration with scientific and industrial partners ensures an efficient and continued implementation of UNESCO’s basic sciences activities is one of the main lessons learnt so-far. - Assessment of regulatory framework and analysis of problems and prospects of renewable energy sources promoted; - Practical solutions addressing sustainable energy at local level promoted in the respective countries.


<b>ER 3: Interdisciplinary engineering research and education for sustainable development advanced and applied</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of universities in Member States which have increased their awareness-raising and capacity-building for engineering</p> <p><b>T 2014-2017:</b> - At least two universities in each region</p> <p><b>T CAP 2016-2017:</b> At least 2 additional universities in each of the regions: Arab States, Europe and North America, Latin America and the Caribbean and at least 3 additional universities in Asia and the Pacific and Africa.</p>	3 universities in Arab States, 8 in Africa, 6 in Europe and North America, 2 in LAC and 2 in Asia and the Pacific.	High
<p><b>PI:</b> Number of Member States actively involved in gathering engineering data</p> <p><b>T 2014-2017:</b> - At least four countries in Africa and in Asia and the Pacific; at least two countries in each of the other regions</p> <p><b>T CAP 2016-2017:</b> At least 3 additional countries in each of the regions: Arab States, Africa, Europe and North America, Latin America and the Caribbean, Asia and the Pacific</p>	There are at least 5 Members States in Africa, 12 in Europe & North America, 2 in the Arab states, 2 in LAC and 4 in Asia and the Pacific.	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Severe budget cuts in engineering for activities, especially in Africa.	Working closer with the private sector who help fund activities and projects so that the mandate can be met. The category 2 institutes and centres in engineering have also been instrumental in helping achieve the mandate.
Lack of regular programme staff to implement projects in engineering.	There is much interest from old and new engineering partners and the private sector which would like to work with UNESCO on new engineering projects. Since limited RP staff cannot manage additional projects, partners have been approached to second staff to work at Headquarters on engineering. The category 2 institutes and centres will be utilized to help with providing experts.

<b>ER 4: Scientific understanding of ocean and coastal processes bolstered and used by Member States to improve the management of the human relationship with the ocean</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of international initiatives reinforcing the links between WCRP and IOC scientific priorities and programmes in activities of the WCRP projects and programmes</p>	Two joint activities research on sea level rise and "Polar Challenge" IOC supported WCRP involvement in the International Polar Initiative CAP target not achieved	Medium


Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>T 2014-2017:</b> -1/4 of the financial support to WCRP recommended by the IOC Assembly - Enhance IOC observation activities in Polar regions by supporting WCRP involvement in the International Polar initiative</p> <p><b>T CAP 2016-2017:</b> Implementation of regional climate downscaling methods to enhance preparedness of SIDS and low lying coastal areas to adapt to climate change impacts</p>		
<p><b>PI:</b> Number of Member States actively involved in gathering engineering data</p> <p><b>T 2014-2017:</b> - At least four countries in Africa and in Asia and the Pacific; at least two countries in each of the other regions</p> <p><b>T CAP 2016-2017:</b> At least 3 additional countries in each of the regions: Arab States, Africa, Europe and North America, Latin America and the Caribbean, Asia and the Pacific</p>	<p>There are at least 5 Members States in Africa, 12 in Europe &amp; North America, 2 in the Arab states, 2 in LAC and 4 in Asia and the Pacific.</p>	<p>High</p>
<p><b>PI:</b> (i) Number of international agreements on standards and methodologies established and implemented. (ii) Increase in data sharing among the international carbon programmes and institutions.</p> <p><b>T 2014-2017:</b> (i) Identification of biological parameters (best practice) necessary to observe the impact of ocean acidification. No implementation will be possible (ii) Development and implementation of a global ocean acidification data portal, combining biological, chemical and physical parameters (iii) Publication of best practices guides and implementation of methodologies by at least 10 national research institutions (iv) Increase in ocean carbon data in the Surface Ocean CO2 database (SOCAT) by 25% at the end of 2017</p> <p><b>T CAP 2016-2017:</b> Ocean Acidification Observing System established and work plan to cover the existing gaps implemented. Time series community of practice established and first global report 'What are the time series telling us' printed'</p>	<p>(i) Blue Carbon Manual used in +10 countries. (ii) SOCAT 3: 14.5 mill surface water fCO2 values + 4.4 mill additional fCO2 values (+30%)</p> <p>CAP (i) The Global Ocean Acidification Observing Network (GOA-ON) has 245 members from 45 countries. <a href="http://goa-on.org">http://goa-on.org</a>.</p> <p>CAP (ii) Time series community of practice established and first global report in draft to be released summer 2016.</p>	<p>High</p>
<p><b>PI:</b> Continued and diversified Member State investment, sustaining implementation levels for in situ and space observations of the ocean for climate and weather.</p> <p><b>T 2014-2017:</b> Member States leverage a basic level of coordinating services and strategic guidance for global-scale sustained ocean observations, focused on climate requirements with some regard for ocean services</p> <p><b>T CAP 2016-2017:</b> Strategic planning and defined requirements for an ocean observing system responding to stakeholder needs Scientific research enabled and ocean forecast systems initialized and validated</p>	<p>- in situ ocean observing network implementation for climate is steady at 65%, risks of sustainability continue due to lack of diversity in investment - number of MS contributing to JCOMMOPS technical coordination is steady - growing political attention to value chain from observations through data management to models/assessments and users</p>	<p>High</p>
<p><b>PI:</b> Increased number of sustained observing requirements for Essential Ocean Variables (EOV) defined and readiness assessments performed, including for geochemical, biological and ecosystem variables; and new observing networks for sustained observations of these variables</p>	<p>- definition of targets for operational ocean services and ocean health under way, including definition of 9 new biological/ecosystem EOVs - new observing networks such as gliders and HF radar being incorporated, along with more participation of GOOS Regional Alliances -</p>	<p>High</p>

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p>integrated into GOOS and/or JCOMM.</p> <p><b>T 2014-2017:</b> - Integration of new parameters and observing networks focused on monitoring ocean health done by Member States in an opportunistic manner with basic core guidance. - Participation of one new observing network for non-physical EOVS in GOOS</p> <p><b>T CAP 2016-2017:</b> • Enhanced Member States capability to make science-supported decisions about a series of societal challenges (climate variability and change, marine and coastal hazards, ocean acidification, ecosystem services), through a platform creating a coordinated and enhanced ocean observing system and data exchange standards</p>	<p>overtures for cooperation with other efforts including GEO BON, building on GOOS and OBIS</p>	
<p><b>PI:</b> (i) Number of Member States institutions sharing data and information through the IODE network of data centers and marine libraries (ii) Number of data records available through OBIS and ODP portals, e-repository OceanDocs, and (iii) Number of publications mentioning OBIS</p> <p><b>T 2014-2017:</b> (i) Not less than 94 institutions participating in the IODE network and related portals (ii) Records in the OBIS database increased to 42M; number of datasets in OceanDataPortal increased to 230; number of bibliographic records in the OceanDocs e-repository increased to 7,000 (iii) 250 citations by the end of 2017</p> <p><b>T CAP 2016-2017:</b> Improving local outreach with decision-makers on the importance of ocean observations to address societal challenges Assessing and using regionally-available ocean forecast products for local priorities Coastal ocean observing techniques adapted to local technical capacity, in the framework of an ocean information system Increased participation of Member States in IODE and OBIS through establishment of NODCs and ADUs and their contribution to IODE data- and infobases.</p>	<p>(i) 82 national institutions and 4 regional/global organizations (ii) 47M records; 120 data sets in ODP; 7447 records in OceanDocs; (iii) 36 papers in 2016</p>	High
<p><b>PI:</b> Number of international scientific initiatives focusing on marine ecosystem functioning, and impacts of change and variability on ecosystem services, where national research institutions are participating</p> <p><b>T 2014-2017:</b> - Preparation of a global ecological assessment of ship-based time series - International Group for Marine Ecological Time Series - Support research with regard to deoxygenation of the ocean - At least 15 inter-comparable marine ecosystem assessments produced.</p> <p><b>T CAP 2016-2017:</b> Provide at least 3 regional scenarios on climate change effects on marine ecosystem functions and services Impacts of climate change and global trends of phytoplankton in the oceans partly assessed</p>	<p>The IOC IGMETS, GO2NE and TrendsPO Expert Groups established addressing ecosystem assessments with regards to deoxygenation and phytoplankton IndiSeas (Indicators for the Seas) 5th workshop held at UNESCO Headquarters in June 2015 and advanced model analysis of ocean indices for ocean health with respect to fisheries. 15 ecosystems compared for impact on fisheries of climate change.</p>	High



## Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
For Ocean Acidification, IGMETS and TrendsPO to ensure adequate extrabudgetary funds to implement Terms of Reference as given by the IOC Executive Council. For GOOS, JCOMM and IODE, a key challenge is to position this upstream observing and data management activity as providing value to downstream activities such as forecast modeling and assessments, that generate actionable information for users. This is necessary to generate Member State political support for sustaining the system.	Systematic dialogue with Member States most engaged in the science on deoxygenation and impacts of climate on pelagic systems in order to establish Groups of Experts that will synthesize new knowledge and provide basis for policy advice. Articulation of a GOOS Strategy along the lines of this value chain, strong participation in GEO Blue Planet, and a focus in developing capacity building activities on the delivery downstream end.

<b>ER 5: Risks and impacts of tsunamis and other ocean-related hazards reduced, climate change adaptation and mitigation measures taken, and policies for healthy ocean ecosystems developed and implemented by Member States</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	

<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.


Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> (i) Member States engaged in harmonizing and standardizing monitoring and warning systems for coastal hazards in four regions. (ii) Member States, and in particular those most vulnerable to coastal hazards, having adopted harmonized mitigation and adaptation plans.</p> <p><b>T 2014-2017:</b> (i) Tsunami warning systems in four regions in process of harmonization and becoming interoperable. (ii) At least 4 member States developing or reviewing Standard Operating Procedures with a view of adopting harmonized mitigation and adaptation plans</p> <p><b>T CAP 2016-2017:</b> Tsunami awareness and preparedness improved in at least one region</p>	<p>Intergovernmental coordination of Global Tsunami Warning System sustained. 4 regional warning systems and 10 warning centers in process of harmonizing operations. 2 regional sea level &amp; seismic inventories established. For 1st half of 2016 3 workshops on coastal hazard assessment implemented. 2 Tsunami wave exercises carried out for PTWS and CARIBE-EWS.</p>	High
<p><b>PI:</b> Member States have acquired and are applying enhanced capacity to monitor and manage (i) harmful algal bloom (HAB) events and their impacts and (ii) nutrient loading to coastal environments</p> <p><b>T 2014-2017:</b> (i) Strong participation of Member States in at least eight capacity enhancing activities implemented (ii) At least 35 Member States research institutions participating in the implementation of IOC Science activities on (i) HAB) and on (ii) nutrient management (iii) Strong participation of Member States institutions through at least 4 expert/science workshops advancing international research and policy guidance on (i) HAB and on (ii) nutrient management</p> <p><b>T CAP 2016-2017:</b> - At least 6 global or regional capacity enhancing activities targeted at enhanced HAB management in Member States implemented per biennium; - An IOC UNESCO Global HAB Status Report published - Training module on Nutrient management developed in OceanTeacher and implemented in at least 4 regions • Guidance to decision-making on policy and technological options for reduction of nutrient loading to the marine</p>	<p>re (i) 12 capacity-enhancing activities re (ii) &gt; 35 Member States participating re (iii) 4 experts' workshops on HAB, 1 on nutrient management. Re CAP: - An IOC UNESCO Global HAB Status Report in progress - Training module in OT on Nutrient management in preparation -Guidance to decision-making on policy and technological options for reduction of nutrient loading in drafting</p>	High

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
environment published and at least 4 regional training workshops held		
<p><b>PI:</b> Member States provide improved near real-time services supporting marine operations and coastal inundation hazard risk reduction, benefiting from improved capacity in operational ocean forecast systems</p> <p><b>T 2014-2017:</b> - Member States with existing developed ocean forecast capacity benefit from shared best practice captured in the Guide to Operational Ocean Forecast System - Two additional Member States actively participating in operational ocean forecast system coordination through JCOMM</p> <p><b>T CAP 2016-2017:</b> Capacity of Member States to address local ocean-related hazards and management problems improved through the use of globally-available information and ocean forecast products Improved local understanding of the role of the ocean in human well-being</p>	Active preparation of Guide for OOFs, now scheduled for release in 2016. The active OOFs systems have remained constant. African summer school implemented w/IOCAFRICA, through XB funds aligned with CAP.	Medium
<p><b>PI:</b> Number of students having acquired capacity related to EWS, mitigation and adaptation through the OceanTeacher training platform</p> <p><b>T 2014-2017:</b> 170 students</p> <p><b>T CAP 2016-2017:</b> An increase in training material available for Member States to enhance the capacity to contribute to IOC's programmes in ocean related risk mitigation measures</p>	7 courses on topic are now available in OceanTeacher training platform. Target for number of student views on track.	Medium
<p><b>PI:</b> (i) Number of Member States having acquired the capacity to conduct marine assessments and contributing to regional and global ocean-related assessments such as the World Ocean Assessment, IPBES and IPCC</p> <p><b>T 2014-2017:</b> At least 12 Member States from two regions</p> <p><b>T CAP 2016-2017:</b> Increased capacity of member states to conduct science based marine assessment improved through the use of harmonized methodology</p>	1st World Ocean Assessment completed and published in January 2016 IOC Transboundary Assessment for Large Marine Ecosystems and Open Ocean published in May 2016 IOC inputs provided to UNGA for the preparation of the second WOA, including on the need to implement a training module on marine assessment One Ocean Teacher course organized in Ostende (Feb 2016) for 5 MS from SE Pacific Region.	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The main risks affecting programme implementation are limited resources. Diminishing engagement of some Member States in the regional tsunami warning systems is a result of reduced national funding availability and a sense of complacency that has developed since the Regional Tsunami Service providers in the Mediterranean (4 in total) and in Indian Ocean (3 in total) became operational. This reduces and slows coordination, interoperability and system harmonization efforts, in particular in the Caribbean and NEAMS regions. For JCOMM services where IOC has the lead the major bottleneck has been the time of the volunteer members of the Expert Team on Operational Ocean Forecast Systems in addressing their international duties. While the IODE/OceanTeacher Academy online learning</p>	<p>-Additional extrabudgetary resources are being actively sought. Where relevant, opportunistic funding and partnerships with other organizations are pursued. However, this does require investment of time and also funding to go to preparatory meetings to demonstrate that IOC can be a credible partner. Very hard prioritization is needed and careful assessment of the likelihood of successful outcome in order to determine what efforts to pursue. - IOC also tries to raise and maintain awareness of the tsunami hazard and by maintaining close contact with the Tsunami National Contacts. Further enhancement of the regional tsunami warning system websites will also make information more accessible, which in turn will maintain awareness. The regional tsunami information centers which focuses on tsunami education and information can also help with awareness raising. - IOC try with some success to identify experts that have the</p>

Key challenges	Remedial actions
management system is fairly easy to use, many lecturers (mostly providing their expertise on a voluntary basis) do not have the time to develop courses online in advance.	institutional backing to devote time to the various expert groups. - Programme activities strive to be cost-effective by “clustering” meetings and training workshops.

<b>ER 6: Member States’ institutional capacities reinforced to protect and sustainably manage ocean and coastal resources</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	


<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.




Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of Member States that implement work plans (priorities set based on needs and available resources) of governing and subsidiary bodies.</p> <p><b>T 2014-2017:</b> At least 50% of IOC Member States from IOCARIBE, WESTPAC and IOCAFRICA participating in their respective regional subsidiary body meetings and related implementation of workplans</p> <p><b>T CAP 2016-2017:</b> Enhanced participation of Member States in IOC Regional subsidiary workplans through attendance at meetings and extrabudgetary funding in support of regional priorities</p>	IOCAfrica: 75% of MS participated in implementation of work plans IOCARIBE: about 60% of countries actively participate in CD activities. WESTPAC: around 70% of MS took part in WESTPAC activities.	Medium
<p><b>PI:</b> Number of countries using IOC’s ecosystem based management guidelines and coastal hazards/climate change adaptation tools in the development, management and evaluation of their national programmes</p> <p><b>T 2014-2017:</b> - At least 22 countries applying IOC guidelines to manage their coastal and marine areas - At least 16 countries participating in the formulation and implementation of regional interventions on coastal hazards/climate change adaptation or marine spatial planning in one region</p> <p><b>T CAP 2016-2017:</b> Global and regional network of partners to enhance ecosystem-based management through LME, and MSP approach established with core support from GEF. Synthesis and incorporation of knowledge into policy-making, capture of best LME and MSP governance practices, and development of new methods and tools to enhance the management effectiveness of nations. - Capacity and partnership building through twinning and learning exchanges, workshops and training among LMEs, and MSP initiatives.</p>	- MSP Survey designed and disseminated amongst Member States - 60 responses received and being analysed. - Revision of MSP Guide in process - New IOC Coastal Hazard reduction guide finalized (in press) - LME Learn Project launched and inception meeting organized, leading to establishment of regional/global network of marine/coastal managers	High
<p><b>PI:</b> Number of trained scientists using their skills to support national authorities</p> <p><b>T 2014-2017:</b> - IODE&amp;OBIS: (i) not less than 355 students trained in subjects related to IODE and OBIS; (ii) Approximately four publications published by course students and referring to IODE or OBIS - TMT: website, brochure, training material created - IOCAFRICA: (i) One African summer school; (ii) No support to UNESCO Chairs; (iii) No assistance provided to OceanTeacher Global Academy (OTGA) Regional Training Centres (RTCs) - IOCARIBE: (i) One summer school; (ii) no</p>	- HAB: no information available yet - IODE&OBIS: (i) 2014:174 students; 2015: 178 students; (ii) no data available yet TMT: no course planned in 2016 WESTPAC: 147 in 2014, 176 in 2015, no data available for 2016	High

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p>assistance provided to OTGA RTCs - WESTPAC: At least one RTRCs established and one course organized</p> <p><b>T CAP 2016-2017:</b> -HAB: not less than 150 trainees with enhanced capacities and skills for HAB monitoring &amp; management -IODE&amp;OBIS: regional training courses fully resourced and organising at least 4 courses/year each. OceanTeacher secretariat provided with 4 staff (2 technical, 2 scientific) to develop courses and manage the training platform. - TMT: courses included in OceanTeacher Global Academy and additional courses organized in all regions. TMT web site maintained (1/2 technical staff)</p> <p>IOCAFRICA: (ii) assistance provided to UNESCO Chairs in Africa; (iii) assistance provided to OceanTeacher Global Academy RTCs in Africa</p> <p>IOCARIBE: (i) One summer school on Inundation modelling and mapping for disaster risk reduction; (ii) assistance provided to OTGA RTCs in the region (including additional RTCs in Latin America)</p> <p>WESTPAC:</p>		
<p><b>PI:</b> Number of Countries participating and contributing information to the Global Ocean Science Report (GOSR)</p> <p><b>T 2014-2017:</b> - Quantitative bibliometric analysis to observe developments in science - Analysis of networks and scientific regional cooperation - Qualitative information retrieved from the ad hoc survey - At least 30 countries responding to the IOC survey on national ocean science capacity</p> <p><b>T CAP 2016-2017:</b> Qualitative information retrieved from the ad hoc survey analysed and a first GOSR (i) drafted and (ii) published</p>	<p>34 countries responded to the survey. The interdisciplinary, international Editorial Board was established and met 24-26 May, Helsingor, Denmark, reviewing 5 draft chapters. Content and outline are aligned with major pillars of sustainable development</p>	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>PI1: high demand against limited human resources in the sub-commissions' secretariats PI2: PI3: the establishment of the regional training centres is progressing somewhat more slowly than hoped due to the financial;/administrative documentation required for the contracts.</p>	<p>- P11: Sub-Commissions' Secretariats shall be strengthened PI2: PI3: once contractors have been established with a few RTCs we will be able to provide advice to the remaining candidates. PI4;</p>

<p><b>ER 7: Global cooperation in the geological sciences expanded</b></p>	<p><b>Assessment of implementation of Workplans:<sup>(1)</sup></b></p> <p style="text-align: center;"></p>
--	---


<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Percentage of developing Member States that have scientists actively engaged in N-S and S-S cooperation though IGCP projects focused on key thematic areas of geohazards, use of mineral</p>	<p>52% of Member States with scientists engaged in IGCP projects are from the developing world.</p>	High

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p>resources and climate change.</p> <p><b>T 2014-2017:</b> At least 50% of Member States with scientists engaged in IGCP projects are from the developing world</p> <p><b>T CAP 2016-2017:</b> A significant increase in the actual number of participating scientists (as opposed to percentage), including those acting as project leaders, from developing countries contributing to larger and more numerous projects</p>		
<p><b>PI:</b> The number of Member States that have institutes contributing to the Earth Science Initiative in Africa developed through the Africa Network of Earth Science Institutes (ANESI)</p> <p><b>T 2014-2017:</b> At least 30 additional Member States</p> <p><b>T CAP 2016-2017:</b> At least 25 additional Member States, more frequent workshops for the ANESI.</p>	60 expressions of interest from 20 Member States have come in so far.	High
<p><b>PI:</b> Number of Member States which have teachers communicating Earth science in schools.</p> <p><b>T 2014-2017:</b> At least 5 Member States</p> <p><b>T CAP 2016-2017:</b> At least 7 new countries</p>	30% of teachers from a workshop in South Africa are now using Earth Science at school. Another workshop is planned for Rwanda.	High
<p><b>PI:</b> The number of Member States with UNESCO Global Geoparks</p> <p><b>T 2014-2017:</b> At least 30 Member States with new UNESCO Global Geoparks created with targeted development in regions of the world currently under-represented</p> <p><b>T CAP 2016-2017:</b> At least an additional 10 Member States with new UNESCO Global Geoparks, created with targeted development of new UNESCO Global Geoparks in regions of the world currently under-represented. Hosting a series of capacity building workshops for UNESCO Global Geoparks targeted to those regions of the world currently under-represented and a series of advisory missions to UNESCO Global Geopark projects.</p>	Presently 19 new UGG applications are undergoing review. Seven notifications of intent to apply have been received.	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
One of the major challenges across ER7 is securing enough funding for implementation.	For IGGP, funds from each UNESCO Global Geopark has helped alleviate the situation while SIDA funding has overcome the issue at the moment for the Earth Science Initiative in Africa.
A lack of staff is proving problematic to fully realize the potential of the IGGP.	Negotiations are ongoing with a number of Member States and organizations regarding possible staff secondments to SC/EES/EGR.


<b>ER 8: Risk reduction improved, early warning of natural hazards strengthened and disaster preparedness and resilience enhanced</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of new partnerships established by supported Member States to advocate the importance of DRR</p> <p><b>T 2014-2017:</b> - At least 4 new partnerships established at global and regional levels</p> <p><b>T CAP 2016-2017:</b> If sufficient funds are received we are working in shaping a partnership to promote Earthquake Early Warning Systems</p>	6 partnerships established and now working on additional 2 networks.	High
<p><b>PI:</b> Number of supported Members States which have enhanced resilience and increased capacity in DRR</p> <p><b>T 2014-2017:</b> - At least 60 countries, out of which at least seven in Africa</p> <p><b>T CAP 2016-2017:</b> At least 4 additional countries have enhanced resilience and capacity in DRR</p>	Coordination efforts are on-going with three African countries for DRR supporting. Launched a discussion with the regional network of Pacific SIDS countries to discuss the potential support from UNESCO. Working with more than 50 countries for increasing resilience.	High
<p><b>PI:</b> Number of networks established/strengthened by Member States at global, regional and national levels through scientific and technical information sharing sessions</p> <p><b>T 2014-2017:</b> - At least 5 networks strengthened/established</p> <p><b>T CAP 2016-2017:</b> 1 additional new International network established.</p>	Strengthening 6 existing partnerships by frequent information exchanges.	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Limited finances	Combining regular programme funds and working intersectorally helps in cost savings; furthermore, raising extrabudgetary funds by approaching other partners and donors, using the one UN/UNDAF mechanisms has helped deal with the limited finances.
Abolishment of 2 SC posts within the restructuring and redeployment exercise and one post becomes vacant due to transferring limited the implementation capacity	Colleagues have been resilient in dealing with limited personnel, using volunteers, secondments and interns to provide necessary support
Key challenges identified are quite often specific to the local context, sometimes being of cultural nature, other times being on cooperation with other agencies within the UNDAF framework.	Colleagues have been patient, showcasing cultural sensitivity and adaptability in order to overcome the challenges. In general it is recommended to have more time for project planning in order to fully understand of issues including partnerships and how this relates to the budget structure.

<b>ER 9: Use of biosphere reserves as learning places for equitable and sustainable development and for climate change mitigation and adaptation strengthened</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	


<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

<b>Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target as at 30/06/2016</b>	<b>Likelihood that target will be attained</b>
<p><b>PI:</b> Number of new biosphere reserves (BR) joining the UNESCO World Network of BR (WNBR), a network of sustainable development learning sites</p> <p><b>T 2014-2017:</b> - At least 50 new BR created, three of them transboundary, particularly in developing countries or LDCs</p> <p><b>T CAP 2016-2017:</b> At least 10 new additional BRs including three new Transboundary BRs</p>	669 BRs with 16 transboundary sites in 120 countries	High
<p><b>PI:</b> Percentage of supported BR that have implemented the recommendations of the Madrid Action Plan and function according to Seville Strategy principles and statutory framework criteria</p> <p><b>T 2014-2017:</b> At least 80% of all pre-Seville BR transformed and 5% of remaining sites supported by UNESCO projects in order to achieve this goal</p> <p><b>T CAP 2016-2017:</b> at least 30% of BR in LAC are compliant with Seville strategy</p>	MAB Council examined 129 + 74 = 203 periodic reviews and 71 + 69 = 140 follow-up, including 63 sites which had never submitted periodic review reports. More than 50% of sites of the WNBR are meeting criteria.	High
<p><b>PI:</b> Percentage of supported Member States which have developed and implemented contextualized national/local action plan in support of the Lima Action Plan of WNBR (2016-2025) as approved by the 28th session of the MAB ICC in 2016, in response to the MAB Strategy approved by the 27th session of the MAB ICC</p> <p><b>T 2014-2017:</b> - Approval of the Lima Action Plan of WNBR (2016-2025) at the 28th session of MAB ICC in 2016 - At least 50% of Member States support MAB Strategy (2015-2025) with national/local action plans</p> <p><b>T CAP 2016-2017:</b> At least 10% more with additional resources.</p>	One country (RDC) has developed its national Plan	High
<p><b>PI:</b> Number of research programmes/projects conducted in BR promoting sustainability science and sustainable development</p> <p><b>T 2014-2017:</b> - At least 1 research programme/project by region or thematic network</p> <p><b>T CAP 2016-2017:</b> At least a total of eight additional projects in East Asia, Africa, LAC and the island and coastal BR networks</p>	One research programme by region is ongoing or planned.	High

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
Challenge is now the support to Member states to implement the MAB Strategy and LAP with regards to continuous lack of resources.	Improve innovative ways and means of cooperation with Member states and relevant institutions.



<b>ER 10: Responses to local, regional and global water security challenges strengthened</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b> 
--	--

<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.

<b>Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target as at 30/06/2016</b>	<b>Likelihood that target will be attained</b>
<p><b>PI:</b> Number of supported institutions which have developed research and training programmes on floods and drought risk management related to climatic extremes</p> <p><b>T 2014-2017:</b> - At least 20 institutions in 3 regions</p> <p><b>T CAP 2016-2017:</b> At least 18 institutions in 2 regions in 2014-2015</p>	In addition to more than 15 institutions reached during the last biennium, at least 15 new institutions will be added with expansion of systems in Southern Africa and some countries in LAC and Pakistan project	High
<p><b>PI:</b> Number of Member States including SIDS which have improved groundwater governance at local, national and transboundary levels</p> <p><b>T 2014-2017:</b> - 11 Members States participating in the groundwater monitoring network (GGMN) - 30 Member States applied the methodology for the transboundary aquifers assessment</p> <p><b>T CAP 2016-2017:</b> - 8 Member States participating in the groundwater monitoring network - 20 Member States applied the methodology for the transboundary aquifers assessment</p>	6 additional Member States participating in GGMN for a total of 31 6 additional MS benefiting transboundary aquifers assessment through GEMI project	High
<p><b>PI:</b> Number of Member States benefiting from innovative tools and approaches which have addressed water scarcity and quality</p> <p><b>T 2014-2017:</b> - 60 Member States with at least 5 from Arab States and 5 from Africa</p> <p><b>T CAP 2016-2017:</b> 6 additional Member States involved in case-studies on water quality</p>	at least 13 additional Member States benefiting from innovative Tools and approaches to address water security and quality	High
<p><b>PI:</b> Number of supported urban areas which have developed innovative and integrated approaches to water management</p> <p><b>T 2014-2017:</b> - At least 10 urban areas</p> <p><b>T CAP 2016-2017:</b> 7 additional urban areas</p>	16 additional urban areas with the monographs of 16 Megacities	High
<p><b>PI:</b> Number of supported Member States which have applied ecohydrology guidelines and thus contributed to Integrated Water Resources Management</p> <p><b>T 2014-2017:</b> - At least 6 Member States</p> <p><b>T CAP 2016-2017:</b> At least 3 additional Member States</p>	At least 15 countries applied eco-hydrology guidelines	High
<p><b>PI:</b> Number of supported Member States which have strengthened water education approaches at all levels for water security</p> <p><b>T 2014-2017:</b> - At least 35 Member States, particularly in Africa - At least one network of water and mass media professionals</p> <p><b>T CAP 2016-2017:</b> At least 15 Member States, particularly in Africa</p>	At least 15 additional Member States	High



## Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Limited funding and human capacity at Headquarters and in the fields	Extrabudgetary projects have been prepared to mobilize more funding; Vacant posts are in the process of been filled and additional staff considered through PA

<b>ER 11: Knowledge, innovation, policies and human and institutional capacities for water security strengthened through improved international cooperation</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
---	---


<sup>(1)</sup> Note: ■: Not on track; ▲: Partly on track; ●: On track.

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of resolutions taken by Member States to enhance water governance through cooperation mechanisms at the national, regional and international levels</p> <p><b>T 2014-2017:</b> - Eight IHP resolutions to enhance water governance adopted by the IHP Council</p> <p><b>T CAP 2016-2017:</b> Support to strengthen the cooperation mechanisms among scientists, policy-makers, water category 2 institutes and centres and UNESCO Chairs</p>	Nine new resolutions were adopted looking into matters of rules and procedure for the IHP, its financing, programmatic aspects in groundwater resources management and in Megacities, water and climate change	High
<p><b>PI:</b> Number of students graduated or professionals trained through the UNESCO water family at the primary, secondary, bachelor, master and Ph.D. levels or postgraduate or non-formal courses with skills to address water security challenges and number of technicians trained to assist in water services and infrastructure</p> <p><b>T 2014-2017:</b> - At least 1,500 people trained notably from developing countries, of whom at least 30% are women</p> <p><b>T CAP 2016-2017:</b> Support to increase the participation of women in formal and non-formal courses to be trained on water security issues developing countries in 2016-2017</p>	Over 1705 professionals and students from 86 countries were trained or graduated through the courses (68) provided by the UNESCO Water Family. Out of the 455 professionals trained by the UNESCO Chairs, 317 were female and 138 were male	High
<p><b>PI:</b> Number of water-related global assessments with data relevant for policy-makers</p> <p><b>T 2014-2017:</b> At least three World Water Development Reports and associated case studies delivered by the UNESCO-led WWAP on water security themes, with at least 300 citations in scientific and non-scientific publications</p> <p><b>T CAP 2016-2017:</b> Capacity development for decision-makers in the water sector including a focus on gender mainstreaming and special emphasis on SDG target 6.5 (IWRM).</p>	The World Water Development Report 2016 (WWDR2016), Water and Jobs, was launched on 21 March 2016 on the World Water Day in Geneva, Switzerland	High
<p><b>PI:</b> Number of UNESCO water family institutions actively engaged in a comprehensive global framework to reinforce synergies among them on water science, education and innovation</p> <p><b>T 2014-2017:</b> - At least 22 institutions</p> <p><b>T CAP 2016-2017:</b> At least 45 institutions.</p>	22 out of 36 water C2C participated in the 1st SC sector meeting of C2C in May 2016 in China to address challenges and solution for the 2030 Agenda	High

**Challenges and risks in implementation and remedial actions**

Key challenges	Remedial actions
<p>A number of challenges were faced on the timely delivery of the documents in all languages well in advance of the meeting (at least 1 month). As the 53rd Bureau session ended less than two months before the date of the 22nd IHP Council and the required staff for this purpose was recently integrated to the Division prior to the IGC session it was extremely difficult to deliver the documents on a timely manner. Furthermore, conflicting priorities within the sector, required some of the staff responsible for the coordination of the documents to dedicate the majority of their time on other initiatives.</p>	<p>The ongoing integration of the new staff of the Division of Water Sciences will allow timely delivery of the documents need for the IHP Governing bodies</p>
<p>In Africa the main challenge was the hosting of the sixth regional IHP meeting in 2016.</p>	<p>South Africa offered to host the meeting and will cover all the local cost which is cost effective.</p>
<p>The funding shortfall for UN-WWAP puts at risk timely delivery of its workplans and expected results.</p>	<p>Strategy is being developed to enlarge the donor base.</p>

## MAJOR PROGRAMME III: SOCIAL AND HUMAN SCIENCES


<b>ER 1: Future-oriented social science and humanities research on social transformations and intercultural dialogue enhanced through the uses of sustainability science as well as fully inclusive human rights-based and gender-sensitive initiatives to strengthen national social science policy and international scientific cooperation</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>  
---	--

<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of interdisciplinary social science and humanities cooperation initiatives improved through a strengthened MOST Programme</p> <p><b>T 2014-2017:</b> Established MOST Liaison Committees to cover at least 50 countries</p> <p><b>T CAP 2016-2017:</b> Research-policy formulation nexus strengthened in at least 2 countries</p>	<p>- strengthened humanities cooperation - strong SHS participation in interdisciplinary development of sustainability science - successful annual celebration of WPD - research-policy nexus enhanced with direct stakeholder involvement in South-East Asia and Central America - establishment of MOST national committees revitalized through adoption of comprehensive MOST Strategy</p>	High
<p><b>PI:</b> Number of innovative interdisciplinary research programmes implemented at national level in areas related to social transformations, social inclusion, intercultural dialogue and culture of peace</p> <p><b>T 2014-2017:</b> Established partnership with at least one national network through the MOST Liaison committees in each region to foster engagement of national research communities in an integrated and anticipatory manner, aiming to involve at least 4 international research networks under the aegis of MOST with funding from national and international research programmes</p> <p><b>T CAP 2016-2017:</b> Additional strategic cooperations focusing on relevant studies established with institutions such as ISESCO, UNAOC or KAICCID</p>	<p>13 field-led projects under way in relevant areas, 3 new Chairs established (2 in Futures Literacy, 1 in Philosophy) and a proposal elaborated to establish an entire new network of humanities Chairs, in connection with the World Humanities Conference.</p>	High
<p><b>PI:</b> Number of knowledge creation processes that deploy foresight methods to address societal challenges, promote sustainability and enhance intercultural dialogue</p> <p><b>T 2014-2017:</b> At least 4 initiatives including the celebration of World Philosophy Day</p> <p><b>T CAP 2016-2017:</b> At least 2 initiatives developed.</p>	<p>- 2 successful annual celebrations of WPD, with global participation - 17 Futures Literacy events, each ensuring involvement of specific audiences and giving rise to spin-off activities including creation of UNESCO Chairs (3 new creations in 2016)</p>	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The major challenge is to maintain the dynamic of member state engagement through the successful compilation of an Action Plan reflecting national commitments consistent with the MOST Strategy. Resource mobilization is, in particular, an essential component of this dynamic, and remains inadequate.</p>	<p>The Action Plan will be on the agenda of the upcoming meetings of the IGC Bureau (September 2017) and IGC (March 2017).</p>

<b>ER 2: Initiatives based on a human rights-based approach in education, culture, the sciences, communication and information developed that support social transformations for the emergence of more inclusive societies and greater intercultural dialogue</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	


<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

<b>Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target as at 30/06/2016</b>	<b>Likelihood that target will be attained</b>
<p><b>PI:</b> Number of initiatives undertaken, preferably addressing the challenges regarding the 2030 agenda</p> <p><b>T 2014-2017:</b> 3 initiatives in coordination with other Major Programmes</p> <p><b>T CAP 2016-2017:</b> 2 additional initiatives</p>	<p>Analytical framework and technical infrastructure developed for the Inclusive Policy Lab, in cooperation with ED and CLT. The Secretary-General's annual report on intercultural and interreligious dialogue and a culture of peace (Goal 16) prepared as an inter-agency effort led by UNESCO, 2015</p>	High
<p><b>PI:</b> Number of national initiatives using intersectoral inclusive policies approach validated within MOST as a contribution to the achievement of the relevant SDGs</p> <p><b>T 2014-2017:</b> At least 10</p> <p><b>T CAP 2016-2017:</b></p>	<p>National initiatives under the Inclusive Policy Lab completed or under way in Malaysia and Timor Leste. Extrabudgetary funding secured for initiatives in Cambodia, Brunei and the Philippines. Preparatory work ongoing in Southern Africa and Central America.</p>	High
<p><b>PI:</b> Cultural literacy and intercultural competences based on human rights (attitudes, knowledge, understanding and skills) enhanced</p> <p><b>T 2014-2017:</b> -Global mapping of e-learning resources on ICD and collaboration with UNESCO IITE (Moscow) launched - Preparations for an International Conference on Youth Volunteering and Dialogue have started. -A global youth contest related to IDRC prepared for launch in autumn 2016. - 1 pedagogical Manual is under preparation, 1 regional study on intercultural competences was undertaken (Central America), 2 related workshops were conducted in Costa Rica and Panama</p> <p><b>T CAP 2016-2017:</b></p>	<p>- Regional mapping for AFR, ARB, ASPA, ENA and LAC ongoing; reports due in September 2016 for review meeting in October 2016. - Preparatory meeting held (19 July 2016), event dates scheduled for March 2017. Winners of the youth contest will be awarded during the conference. -The manual will be released in December 2016.</p>	High
<p><b>PI:</b> Number of Municipal, national and/or regional strategies which have mainstreamed human rights and gender equality dimensions, in specific policies and plans of action in the fields of competence of UNESCO, with focus on UNDAF countries</p> <p><b>T 2014-2017:</b> At least 4 municipal, national and/or regional strategies - 1 HRBA module focusing on the implementation of SDGs and targeting key UNESCO partners, such as regional organizations and municipal authorities designed, tested and adapted for online use - 2 initiatives launched in collaboration with Sectors/departments of UNESCO to apply HRBA in specific programme areas in line with relevant SDGs - At least 60 UPR analytical submissions to the High Commissioner of Human Rights</p> <p><b>T CAP 2016-2017:</b></p>	<p>- 2 ongoing initiatives at the municipal level on: policy-making for inclusion (global) and migration (European) - 1 initiative in the pipeline in Arab States on human rights education in non-formal settings with ED - 3 trainings for civil society representatives in 2014-2015 with the University of Antwerp and for ECCAR representatives in 2015 with ETC Graz - 95 submissions to UPR</p>	High

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
Increasing the impact and outreach of UNESCO's action in the field of human rights while	In the field of human rights, partnerships with Sectors and field offices have been strengthened - the input to the UPR is a good example - while collaborative arrangements with additional funding

Key challenges	Remedial actions
remedying the insufficiency of available funding.	have been put in place (i.e. with the Tolerance Centre in Russia and the Vardinoyannis Foundations) to reinforce the human rights dimension of UNESCO's work on refugees and migrants.

<b>ER 3: Capacities of decision-makers, civil society organizations and other key stakeholders strengthened, to design and implement innovative proposals for the development of public policies in favour of social inclusion and intercultural dialogue, particularly targeting disadvantaged populations</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	


<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.

<p><b>PI:</b> Number of approaches and initiatives on inclusion, equality, rights and anti-discrimination disseminated to Member States and regional organizations to support an enabling environment on inclusion in line with relevant SDGs, in collaboration with UIS</p> <p><b>T 2014-2017:</b> State of the art study or publication of methodologies developed or adapted for measuring social inclusion to guide policy formulation done in collaboration with partners and in-kind contribution</p> <p><b>T CAP 2016-2017:</b> Additional state of the art study or publication of methodologies developed or adapted</p>	<p>UNESCO continued supporting Member States in the formulation/review of inclusive public policies, and published in English and French the Indicative review of UNESCO's work on Social Inclusion with ODI to take stock of selected activities in support of social transformations promoting social inclusion and anti-discrimination; a toolkit on Bottom Up Social Development was launched in Brazil to be replicated in other regions. In Morocco, advocacy work for women's empowerment and inclusion was promoted for the development of gender sensitive public policies. In 2014, a research project containing recommendations on the design of inclusive policies in the CIS focusing on the social inclusion of women was carried out. The FIT project Strengthening ASEAN Community 2015 through South-South Cooperation, financed by Malaysia (US \$470,000) was launched in 2015 covering Cambodia, Malaysia, and Timor-Leste. A survey report on deportees in Marshal Islands was carried out with concrete recommendations, and in Samoa the Safe Man Safe Family workshop was organized on combatting violence in the society.</p>	High
<p><b>PI:</b> Number of supported Member States and key partners which have developed, in an inclusive and participatory manner, results-oriented programmes and plans of action which have mainstreamed human rights and gender equality dimensions to address stigma and prejudice against the most disadvantaged groups</p> <p><b>T 2014-2017:</b> Social policies assessment and review carried out, applying foresight, in at least 10 countries at national or municipal level, including support to UNDAF and UNESCO Country Programming Documents (UCPD) outcomes on social inclusion to ensure their inclusiveness, operating preferably with MOST Liaison Committees and UNESCO Chairs</p> <p><b>T CAP 2016-2017:</b> - At least 2 projects - 1 cooperation agreement in Brazil to implement the National Accessibility Plan. - 1 UNDAF (Brazil 2017-2021) prepared with a Human Rights- based approach and a strong focus on Agenda 2030. Social policies assessment and review carried out, applying foresight, in at least 5 additional countries at national or municipal level</p>	<p>Social policies assessment and review carried out, applying foresight, in more than 15 countries.</p> <p>To empower city authorities to tackle the challenges relating to migration, UNESCO partnered with the M.V. Vardinoyannis Foundation and ECCAR in the project Welcoming Cities for Refugees and Migrants: Promoting Inclusion and Protecting Rights. In 2015, UNESCO New Delhi launched a Manual for Community Radio Stations in India, and established 5 community radios for women migrants. UNESCO participated actively in the work of the Global Migration Group, especially contributing to mainstreaming migration in the 2030 Agenda. Key output includes the handbook "Measuring international migration and its impact on development". For Human Rights Day 2015 and Migrants Day 2015 UNESCO organized a roundtable on Changing the Discourse: the Positive Face of Migration with the participation of experts, NGOs, academia and other networks.</p>	High

<p><b>PI:</b> Number of interdisciplinary, cross-sectoral and results-oriented initiatives which have mainstreamed human rights and gender equality dimensions, regarding tolerance and anti-discrimination and anti-racism and fostering international collaboration by Member States and regional organizations and other partners.</p> <p><b>T 2014-2017:</b> The ICCAR Platform revitalized across all regions, and international and regional collaboration reinforced</p> <p><b>T CAP 2016-2017:</b></p>	<p>The commitment to promote global solidarity and collaborative action to make cities free from discrimination was reinforced through the <b>International Coalition of Inclusive and Sustainable Cities – ICCAR</b>. The ICCAR Global Steering Committee was launched in Bologna with the participation of the lead cities of the 7 regional and national coalitions which adopted the “Bologna Declaration” highlighting the centrality of inclusion and diversity, fighting racism and decimation, promoting gender equality and sharing good practices. They equally agreed to have a strong presence at the Habitat III Conference in Quito with a strong message of inclusion and anti-discrimination. On the International Day for the Elimination of Racial Discrimination UNESCO organized events at HQs to discuss city-level efforts in fighting racism and discrimination. The 2016 International UNESCO/José Martí Prize was awarded to Alfonso Herrera Franyutti (Mexico) on 28 January in Cuba.</p>	High
<p><b>PI:</b> Inter-agency collaboration strengthened within the framework of the International Decade for the Rapprochement of cultures and its Action Plan</p> <p><b>T 2014-2017:</b> The Action Plan of the International Decade for the Rapprochement of cultures implemented in several Member States</p> <p><b>T CAP 2016-2017:</b></p>	<p>A mapping of existing e-learning tools and modules related to intercultural dialogue has been launched at regional level in collaboration with field offices and external researchers. Africa receives special attention in this mapping exercise with the aim of capturing the multitude of available material and ongoing initiatives on the continent under the umbrella of culture of peace. The preparation of the e-learning platform where the findings will be showcased has also started. Based on the conceptual and operational framework for intercultural competences published in 2013, a manual for the transmission and practice of intercultural competences is under preparation. The manual will be pilot-tested with the aim to adapt these to regional/national/local needs in an evolving process.</p>	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Lack of both financial and human resources at FO and Headquarters levels.	Increased efforts must be made to seek extrabudgetary resources and develop partnerships.

<p><b>ER 4: Access to knowledge enhanced through the promotion of shared history and memory for reconciliation and dialogue</b></p>	<p><b>Assessment of implementation of Workplans:<sup>(1)</sup></b></p> <p style="text-align: center;"></p>
---	---

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.


Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of institutions, research studies, networks and events which contribute to a better knowledge and awareness-raising on the slave trade and slavery</p>	<p>20 partner institutions associated in the activities of the International Network of managers of sites of memory. More than 50 events organized across the world to mark the 20th anniversary of the Slave</p>	High

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>T 2014-2017:</b> At least 20 institutions, 5 multidisciplinary research, 4 networks and 20 events</p> <p><b>T CAP 2016-2017:</b> US\$ 1.5 million dollars needed to be raised to contribute significantly to the decade for People of African descent</p>	Route Project. A Guide to reinforce the capabilities of the Managers of sites of memory was developed.	
<p><b>PI:</b> Number of common pedagogical contents based on the General History of Africa developed and integrated into African countries' education systems</p> <p><b>T 2014-2017:</b> 3 accompanying materials for primary and secondary schools and 1 content for universities developed and used</p> <p><b>T CAP 2016-2017:</b> Additional extrabudgetary funds of \$6.5 million are necessary to elaborate, publish and disseminate these pedagogic materials</p>	3 pedagogic contents (curriculum outline, teacher's guide and textbook) for each of the three age groups of primary and secondary levels developed, peer-reviewed and validated by the Scientific Committee for the pedagogic use of the General History of Africa. A glossary of appropriate terminology to be used on Africa developed.	High
<p><b>PI:</b> Number of chapters of the volumes IX drafted and validated by the Scientific Committee</p> <p><b>T 2014-2017:</b> 240 chapters</p> <p><b>T CAP 2016-2017:</b> Additional extrabudgetary funds of \$2 million are necessary to develop the additional third book of the volume IX, translate and publish Volume IX into at least 3 more languages (Spanish, Arabic, Kiswahili),</p>	The structure of the Volume IX of the General History of Africa (GHA) in three books defined. The table of content defined and the coordinators of each book and section identified. 217 contributions commissioned, and 39 validated by the Scientific Committee. A Coalition of Artists for the GHA put in place to popularize its messages	High
<p><b>PI:</b> Number of partners who promote the contribution of Arab and Islamic world to the general progress of humanity</p> <p><b>T 2014-2017:</b> 30 additional</p> <p><b>T CAP 2016-2017:</b> Additional extrabudgetary funds of \$700 000 are needed to translate the volumes of the Different Aspects of Islamic Culture into other languages</p>	2 last volumes of the Different Aspects of Islamic Culture (Vol. I and Vol. VI) finalized and published. More than 85 scholars participated in the development of these volumes	High
<p><b>PI:</b> Number of partners who join the Network of Silk Roads Online Platform and promote knowledge on the Silk Roads</p> <p><b>T 2014-2017:</b> 30 partners</p> <p><b>T CAP 2016-2017:</b> Additional extrabudgetary funds of \$800 000 are needed to enrich the content of the Silk Road Online Platform</p>	25 Focal points from 25 different countries joined the International Network for the Silk Roads Online Platform and participated. Two meetings bringing together these focal points and other experts were organized to define the guiding principles and action plan for the Network	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>1. As almost all of these projects are implemented with extrabudgetary funds, the mobilization of additional funds is the main challenge. 2. The finalization of the Volume IX of the GHA by end of 2017 as agreed with the donors depends on the commitment of authors to deliver their papers according to the deadline and of the Scientific Committee to examine and validate them. 3. Lack of staff for the Slave Route project poses a challenge to respond to expectations raised by the International Decade for People of African Descent 4. The Silk Roads issues attracts more and more partners in various regions with sometimes contradictory agenda</p>	<p>1. Different fundraising strategies were developed and good results were obtained for the Silk Roads, The Sharjah Prize and the Volume IX of the GHA. 2. A clear timeframe was established and communicated to each contributor. A regular follow-up of the authors and the coordinators of book and sections is ensured 3. Develop additional partnership and put in place the "Group of Friends of the Slave Route" project suggested by the Scientific Committee of the project 4. Ethical Principles and Strategic Orientations were developed to guide the work of the UNESCO' Silk Roads initiatives and its partners</p>



<b>ER 5: Capacities of Member States strengthened to manage bioethical challenges and engage fully in debates on bioethics and on the identification of the ethical, legal and social implications of cutting-edge science, emerging technologies and their application for sustainable development</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	


<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of supported countries which have established and/or reinforced their bioethics capacities</p> <p><b>T 2014-2017:</b> 12 countries 16 capacity-building trainings for ethics teacher and national bioethics committees (Assisting Bioethics Committee and Ethics Education Programmmme frameworks based on and including GeObs information). 4 National Bioethics Committees established. 15 Universities introducing the Core Curriculum 2 new bioethics training course developed and launched for strategic stakeholders (judges and journalists)</p> <p><b>T CAP 2016-2017:</b> - Establishing network of ethics teachers in 2 different regions; Expanding experts roster to deliver ETTC in three different languages.</p>	<p>12+ countries: 24 capacity building activities (14 ETTCs reaching 332+ beneficiaries from 39 countries; 10 ABC trainings benefitting 8 countries and more than 185 persons); 1 new NBC established; 4 NBCs assisted with their action plans; 15 universities in 10 countries implementing Core Curriculum; bioethics handbook for journalists launched in LAC.</p>	High
<p><b>PI:</b> Number of reports with specific policy guidance produced as a result of global reflections on the ethical, legal and social implications of science and technology, with particular emphasis on bioethics</p> <p><b>T 2014-2017:</b> 3 reports, each taking into account Human Rights and Gender Equality perspectives IBC: 2 COMEST: 1</p> <p><b>T CAP 2016-2017:</b> Create spaces for shared reflection, cooperation and collaboration establishing a network of young bioethicists</p>	<p>4 reports containing specific policy guidance were finalized (2 each by IBC and COMEST). 4 additional reports (2 each by IBC and COMEST) under preparation.</p>	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Some positions in the field were vacant until recently, especially in AFR, so progress on those workplans have been slightly delayed. Headquarters is also currently understaffed due to a retirement of a staff member, and backstopping work on ETTC and ABC have been temporarily delayed.</p>	<p>Most positions in the field have recently been filled, and Headquarters is working with the new field colleagues to improve implementation progress, despite of being understaffed.</p>




<b>ER 6: Capacities of Member States strengthened to design and implement multi-stakeholder and inclusive public youth policies and young women and men engaged in community building and democratic processes</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

<b>Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target as at 30/06/2016</b>	<b>Likelihood that target will be attained</b>
<p><b>PI:</b> Number of supported Member States which have initiated/developed a multi-stakeholder and inclusive process of formulation and/or review and/or implementation of their public policies or legislation on youth, including a gender equality dimension, with the participation of young women and men</p> <p><b>T 2014-2017:</b> - At least 7 countries (at least 3 in Africa and 1 per other region) initiate a multi-stakeholder and inclusive process of formulation and/or evidence-based review of their public policies on youth. - At least 4 out of the 7 foreseen public policies on youth include a gender equality dimension - Representative national youth-led entities enabling youth engagement in public policy development on youth are initiated or strengthened in 7 countries (at least 3 countries in Africa and 1 per other region)</p> <p><b>T CAP 2016-2017:</b> At least 5</p>	<p>Additional countries: AFR: Ghana, Guinea Conakry; ARB - Algeria, Libya; APA: China; LAC: Costa Rica, Guatemala, St-Kitts and Nevis, Haiti, El Salvador Continued countries: In AFR: Liberia, Somalia, South Sudan and Kenya; ARB: Jordan, Lebanon, Morocco, Palestine, Tunisia; ENA: Israel; APA: Mongolia, Timor-Leste A gender equality dimension is included in all youth policy work.</p>	High
<p><b>PI:</b> Number of supported youth initiatives developed to contribute to youth participation and civic engagement</p> <p><b>T 2014-2017:</b> 15 youth-led social innovative or entrepreneurial projects (of which 3 in Africa), in follow-up to the UNESCO Youth Forum across UNESCO's areas of competence 15 community-building projects (of which 6 in Africa) led by vulnerable youth including youth affected by violence across UNESCO's areas of competence</p> <p><b>T CAP 2016-2017:</b> At least 5</p>	<p>- In terms of youth-led social entrepreneurship projects; 231 new innovative youth projects - 8 youth initiatives contributing to public debate and policy dialogue, of which 3 in Africa</p>	High
<p><b>PI:</b> Coordination within UNESCO and contribution to the UN collaborative work on youth, in particular through the Interagency Network on Youth Development, enhanced</p> <p><b>T 2014-2017:</b> -UNESCO-wide implementation plan for the UNESCO Youth Programme, presenting activities, timelines and resources, developed, updated, monitored and evaluated - At least 10 United Nations collaborative activities, projects and initiatives where UNESCO's contribution has been reflected and integrated including in UNDAFs and UCPDs</p> <p><b>T CAP 2016-2017:</b> N.A.</p>	<p>- A monitoring and reporting mechanism on the Operational Strategy on Youth, deployed - 2 continued and 1 new United Nations collaborative initiatives</p>	High

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
Limited human resources and funding	Fundraising efforts are being deployed and further collaboration with United Nations and other stakeholders

<b>ER 7: Multi-stakeholder and inclusive public policies designed and implemented by Member States in the field of physical education, sports and anti-doping</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	


<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of Member States which have introduced Guidelines for establishing national policy frameworks that improve the situation of physical education at school and guarantee access to sport for all and gender equality</p> <p><b>T 2014-2017:</b> 12 countries have held national stakeholder meetings 12 regional or subregional follow-up meetings analyse MINEPS V implementation</p> <p><b>T CAP 2016-2017:</b> 2 Member States pilot QPE Guidelines - 2 extrabudgetary projects in Brazil to support the Ministry of Sport and the Government of Brasilia through consultancies related to Olympics Games in Rio (2016).</p>	5 countries initiated quality physical education review with extrabudgetary funding, ten more have requested assistance. The preparation of MINEPS VI launched with the objective of approving a framework for the monitoring of national sport policy based on the Declaration of Berlin of MINEPS V, the UNESCO Sport Charter and the 2030 SDGs. Two projects in Brazil are being implemented.	High
<p><b>PI:</b> Number of Member States which have introduced Guidelines for establishing national policy development and information exchange between public authorities, sports organizations and other relevant stakeholders to protect the integrity of sport</p> <p><b>T 2014-2017:</b> A set of training tools for authorities is tested and ready for use</p> <p><b>T CAP 2016-2017:</b> Website and/or Community of Practice used by 20 Member States and 20 NGO partners</p>	In the lead-up to MINEPS VI (July 2017) the integrity of sport is being analysed in various international policy dialogues on sport governance with the participation of UNESCO; Guidelines are being drafted prior to the training tools; website development subject to receipt of extrabudgetary funding	High
<p><b>PI:</b> Number of State parties which fulfil their obligations under the Convention</p> <p><b>T 2014-2017:</b> 185 States Parties to the Convention - 75% of States Parties have achieved the compliance level - 90 projects approved under the Fund</p> <p><b>T CAP 2016-2017:</b> At least 4 applications under the Fund's policy priority - 1 extrabudgetary project in Brazilian national anti-doping agency (ABCD-Brazil)</p>	-183 additional States Parties. - Compliance level can only be reported at 6th Conference of Parties, September 2017 59 additional projects under the Fund of which four under the policy priority, thirty eight under education priority	High
<p><b>PI:</b> Number of additional State parties to the Convention</p> <p><b>T 2014-2017:</b> 8 additional States Parties to the Convention</p> <p><b>T CAP 2016-2017:</b></p>	7 additional States Parties	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
UNESCO's credibility to deliver within its unique mandate within the United Nations system strongly relies on adequate funding and staffing, as extrabudgetary resources alone cannot cover the needs of the Organization's core functions.	Fundraising, partnerships and strategic alignment of sport and anti-doping programme with 2030 Agenda, as sports based approaches can make effective contributions to at least six SDGs.

## MAJOR PROGRAMME IV: CULTURE

<b>ER 1: Tangible heritage identified, protected, monitored and sustainably managed by Member States, in particular through the effective implementation of the 1972 Convention</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	


<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Governing bodies of the 1972 Convention exercise sound governance thanks to effective organization of their statutory meetings</p> <p><b>T 2014-2017:</b> - Decisions/Resolutions taken providing strategic guidance to States Parties for the implementation of the Convention - Financial Decisions/Resolutions taken directing funding to the key priorities for the implementation of the Convention - Decisions/Resolutions taken and leading to improved state of conservation and credibility of the World Heritage List - Decisions/Resolutions taken to improve the decision-making processes and/or working methods of the Convention</p> <p><b>T CAP 2016-2017:</b> n.a.</p>	<p>2 ordinary Committee sessions (Doha, June 2014 and Bonn, July 2015) and 1 extraordinary session (Headquarters, November 2015) which took decisions encouraging measures to ensure conservation and credibility. 1 ordinary session of the General Assembly organized (November 2015), as well as 1 extraordinary session (November 2014) which took a decision on elections of the WH Committee.</p>	High
<p><b>PI:</b> Number of World Heritage properties where capacity of staff is enhanced, including in collaboration with category 2 Institutes and centres</p> <p><b>T 2014-2017:</b> At least 150 sites</p> <p><b>T CAP 2016-2017:</b> At least 5 additional sites</p>	130 sites	High
<p><b>PI:</b> Number of States Parties which develop new or revised Tentative Lists and percentage of nomination dossiers conforming to prescribed requirements</p> <p><b>T 2014-2017:</b> - 65 States Parties develop new or revised Tentative Lists - 75% of nomination files conforming to prescribed requirements - 17% of files conforming to prescribed requirements coming from underrepresented or non- represented States Parties</p> <p><b>T CAP 2016-2017:</b> (T 1): 21 additional States Parties develop new or revised Tentative Lists (T.2): additional 10% of nomination dossiers conforming to prescribed requirements (T 3): additional 10% of dossiers conforming to prescribed requirements coming from underrepresented or non- represented States Parties</p>	<p>(T1): 48 States Parties revised their Tentative Lists and 3 submitted their first Tentative List. (T2): in average, 84% of the nomination dossiers received by 1 Feb. were considered as complete, in conformity with the provisions of the Operational Guidelines. (T3): in average, 24% of dossiers conforming to prescribed requirements came from underrepresented/non-represented States Parties.</p>	High
<p><b>PI:</b> Number of World Heritage properties whose conservation contributes to sustainable development</p> <p><b>T 2014-2017:</b> - At least 4 case studies in each region demonstrating how management of World Heritage properties contributes to sustainable development - At least 30 World Heritage properties in priority regions or countries benefit from specific conservation projects linked to topics such as Danger List, conflicts, disasters, tourism management, urbanization and climate change - At least 20 World Heritage properties where the</p>	<p>T 1: at least 2 projects by region show how management of properties contribute to sustainable development (13 AFR, 4 ARB, 12 APA, 2 EUR, 3 LAC) T 2: projects for 43 WH sites in priority regions/countries &amp; linked to Danger List, conflicts, disasters, tourism management, urbanization, climate change T3: 14 WH properties where balanced contribution of women and men to conservation is demonstrated</p>	High

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
balanced contribution of women and men to conservation is demonstrated <b>T CAP 2016-2017:</b> (T 1): At least 2 additional case studies (T 2): At least 3 additional World Heritage properties		
<b>PI:</b> Number of stakeholders contributing to conservation, thematic priorities and awareness-raising <b>T 2014-2017:</b> - 12 partnerships (new or renewed) for conservation involving youth education, sites in danger, Africa or communities - 1,500 participants in Heritage Volunteers campaigns <b>T CAP 2016-2017:</b> 2 regions pilot the integrated heritage education programme developed in collaboration with ERs 2, 3, 4 and 5	(T 1): 5 partnerships concluded or renewed relate to danger sites, communities or youth education. (T 2): 1,459 young people were engaged at 65 World Heritage sites through the 2014-2015 Heritage Volunteers campaigns	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The growing number of sites on the World Heritage List (1,031 sites as of June 2016) and of threats to existing sites, the unprecedented destruction of heritage due to conflicts and natural disasters, as well as the increasing expectations from States Parties for more dialogue and support in the nomination or conservation of sites, makes it more challenging to meet new demands while maintaining a high quality of work in the absence of additional financial and staff resources.	The voluntary contributions received via the sub-accounts of the World Heritage Fund created by the General Assembly of States Parties (Nov. 2013) are insignificant compared with the target of at least \$1 million per year. The consultations which took place since the second half of 2014 between the Secretariat and the States Parties about cost-saving measures and resource mobilization that could contribute to the sustainability of the Fund will be pursued and were to be examined by the World Heritage Committee at its 40th session. Finally, States Parties were mobilized to address staffing shortfalls: 3 secondments were provided to the World Heritage Centre in 2014-2016, namely 2 from Turkey and 1 from Singapore. Further support is required on a lasting basis.

<b>ER 2: Policy dialogue promoted to combat illicit import, export and transfer of ownership of cultural property through enhanced, strengthened and more efficient international cooperation, including the implementation of the 1970 Convention and enhanced capacities of museums</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b> 
---	--

<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.


Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<b>PI:</b> Governing bodies of the 1970 Convention and the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation (ICPRCP) exercise sound governance thanks to effective organization of statutory meetings <b>T 2014-2017:</b> - Decisions taken providing strategic guidance and/or financial support for the implementation of the 1970 Convention and that of	- 3rd Meeting of States Parties, 2nd and 3rd of the Subsidiary Committee and 19th session of the "Return and Restitution" Committee adopted 35 resolutions and decisions and 1 recommendation. - Notably, 3rd Meeting of States Parties adopted the Operational Guidelines of the Convention and approved the creation of a Fund.	High

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
activities related to the ICPRCP <b>T CAP 2016-2017:</b>		
<b>PI:</b> Number of cases of return and restitution of cultural property considered <b>T 2014-2017:</b> - At least 2 new requests for return or restitution submitted to the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation (ICPRCP) or resolved through the good offices of the Secretariat; - 1 case for mediation or conciliation presented <b>T CAP 2016-2017:</b>	- Advised on and facilitated the return of six statues to Cambodia. - The Secretariat provided advice on restitution cases to be submitted to the "Return and Restitution Committee" and information on alternative means of dispute resolutions (notably Turkey, Libya, Israel and Zambia).	Medium
<b>PI:</b> Number of States Parties to the 1970 Conventions increased <b>T 2014-2017:</b> - 8 new ratifications <b>T CAP 2016-2017:</b>	- 6 new ratifications (Bahrain, Chile, Luxembourg, Austria, Lao PDR and Ghana)	High
<b>PI:</b> Number of various stakeholders contributing to protection, thematic priorities and awareness-raising <b>T 2014-2017:</b> - Substantive involvement of both State and non-State stakeholders in at least 4 major international events; - At least 22 countries benefiting from capacity-building activities - At least 95 countries benefiting from awareness-raising activities <b>T CAP 2016-2017:</b> - 2 regions pilot the integrated heritage education programme developed in collaboration with ERs 1, 3, 4 and 5 - At least 6 thematic Involvement of museum institutions in capacity-building - At least 3 museums inventories improved - At least 4 new language versions and training resources for museums produced.	- 6 major events organized involving State and non-State stakeholders - 74 countries and over 1,000 participants benefited from 36 capacity-building activities - 42 countries benefiting from awareness-raising activities	High
<b>PI:</b> Number of reports on the implementation of the 1970 Convention at the national level provided by Parties analysed and monitored <b>T 2014-2017:</b> - At least 30 national reports <b>T CAP 2016-2017:</b>	57 national reports submitted and analysed	High
<b>PI:</b> Number of Member States which have adapted national legal and institutional frameworks in line with the new Recommendation on Museums (extrabudgetary) <b>T 2014-2017:</b> - 20 Member States <b>T CAP 2016-2017:</b> - 20 Member States implementing the 2015 Recommendation	A few Member States started implementing the 2015 Recommendation through the establishment of national institutions, laws and related measures: Tunisia has started elaborating a specific law on the status of museums; Cambodia has initiated the establishment of a global inventory of cultural property.	Medium

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
There is a need to boost ratifications in conjunction with those of the 1995 UNIDROIT Convention, the harmonization of national legislations, engaging further the art market and consolidate cooperation with partners. The number of new cases of return and restitution of cultural property submitted to the ICPRCP remains low. Overall, there is an urgent need for substantial extrabudgetary	The renewed interest in the Convention provides unique opportunities to address those challenges, including through fostering new partnerships with other key actors. The Secretariat continues to actively look for new partnerships with state and non-state stakeholders and identify potential financial support to address the growing expectations in this area of work. A Fund was created

Key challenges	Remedial actions
funds and strong partnerships allowing for a sustainable capacity-building and awareness-raising strategy in the long term.	under the 1970 Convention with a view to encourage and manage extrabudgetary resources.

<b>ER 3: Global, strategic and forward-looking directions developed and applied through the effective implementation of the 1954 Convention and its two Protocols and multiplier effect achieved</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	

<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.


Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Governing bodies of the 1954 Convention and its 1999 Second Protocol exercise sound governance thanks to effective organization of their statutory meeting</p> <p><b>T 2014-2017:</b> - Decisions taken providing strategic guidance and/or financial support for the implementation of the Second Protocol and the Convention in particular through the granting of international or other categories of assistance from the Fund for the Protection of Cultural Property in the Event of Armed Conflict (5 grants)</p> <p><b>T CAP 2016-2017:</b></p>	4 meetings held (9th and 10th Meeting of the Committee; 11th Meeting of the High Contracting Parties; 6th Meeting of the Parties) which took decisions, among others, on the creation of a new distinctive emblem for cultural property under enhanced protection and the creation of a Special Account to enhance human resources.	High
<p><b>PI:</b> New cultural property entered on the List of Cultural Property under Enhanced Protection and tentative lists submitted</p> <p><b>T 2014-2017:</b> - 5 cultural properties entered on the List; - 10 tentative lists submitted</p> <p><b>T CAP 2016-2017:</b></p>	8 requests for Enhanced Protection (two from Bosnia and Herzegovina, Cambodia, Egypt, Georgia, Mali and two from Nigeria) - were submitted. Only two files (Georgia and Mali) were considered complete. The complete files will be forwarded to the Bureau for its consideration. In 2015, Mali submitted its tentative list with 3 properties.	Medium
<p><b>PI:</b> Nomination of properties for inscription on the World Heritage List which include Optional elements related to the granting of enhanced protection under the 1999 Second Protocol to the 1954 Hague Convention</p> <p><b>T 2014-2017:</b> - 5 properties nominated</p> <p><b>T CAP 2016-2017:</b></p>	No such property has been nominated. The inclusion of optional elements into the relevant nomination forms is still in progress.	Low
<p><b>PI:</b> Number of States Parties to the 1954 (and its two Protocols) Convention increased</p> <p><b>T 2014-2017:</b> - 12 new ratifications of the Convention and both Protocols (at least 4 in Africa)</p> <p><b>T CAP 2016-2017:</b></p>	Since 1 January 2014, New Zealand, Morocco and South Africa have become party to the Second Protocol (1999). Ethiopia became party to the 1954 Hague Convention and its First Protocol. The Secretariat has continued to actively encourage States to become party to the 1954 Convention and its two Protocols.	Medium
<p><b>PI:</b> Number of various stakeholders contributing to protection, thematic priorities and awareness-raising</p> <p><b>T 2014-2017:</b> - Substantive involvement of both State and non-State stakeholders in at least one major international event</p> <p><b>T CAP 2016-2017:</b> - 2 regions pilot the integrated heritage education programme developed in collaboration with ERs 1, 2, 4 and 5 - one training tool on the basic principles of the protection of cultural property in the event of armed conflict - two</p>	The Secretariat held an expert meeting with non-State stakeholders on the Responsibility to Protect that resulted in the adoption of recommendations on "safe havens" and "protected cultural zones". The Secretariat started developing training materials for the military with the Newcastle University and a military training manual with the Sanremo International Institute for Humanitarian Law.	High



Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
training activities		
<b>PI:</b> Number of reports on the national implementation of the Hague Convention and its two Protocols <b>T 2014-2017:</b> - 22 reports <b>T CAP 2016-2017:</b>	The next reports are due later on in 2016. An electronic form for reporting by the High Contracting Parties was endorsed at the 10th Meeting of the Committee.	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
As for other conventions, the regular budget is used primarily for the statutory meetings. Capacity-building and awareness-raising activities are currently only possible when extrabudgetary funding is made available. The absence of such activities is impacting negatively on UNESCO's ability to assist national authorities in developing strategies to protect cultural properties within their territories in the event of armed conflict.	The 6th Meeting of the Parties created a Special Account for human resources of the Secretariat of the 1954 Hague Convention and its two Protocols. The Secretariat regularly encourages potential donors to make financial contributions and/or make human resources available on a lasting basis.

<b>ER 4: Global, strategic and forward-looking directions developed and applied through the effective implementation of the 2001 Convention and multiplier effect achieved</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>  
--	--


<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<b>PI:</b> Governing bodies of the 2001 Convention exercise sound governance thanks to effective organization of their statutory meetings <b>T 2014-2017:</b> Decisions taken providing strategic guidance for the implementation of the 2001 Convention <b>T CAP 2016-2017:</b>	Decisions providing guidance on the implementation of the Convention taken during meeting of States Parties (2015 and three STAB meetings (2014, 2015, 2016). Three STAB missions dispatched.	High
<b>PI:</b> Number of States Parties to the 2001 Convention increased <b>T 2014-2017:</b> At least 12 new ratifications (at least 4 in Africa) <b>T CAP 2016-2017:</b> At least 2 Intergovernmental meetings to promote ratification	10 new ratifications deposited since January 2014. 55 States have ratified as of 30 June 2016.	High
<b>PI:</b> Number of various stakeholders contributing to protection, thematic priorities and awareness-raising increased <b>T 2014-2017:</b> Substantive involvement of State and non-State stakeholders increased <b>T CAP 2016-2017:</b> - Wide involvement and engagement of all parts of society, wide youth education on UCH, responsible access to UCH increased, high national capacities - 2 regions pilot the integrated heritage education programme developed in collaboration with ERs 1, 2, 3 and 5	Two scientific conferences (Belgium 2014, Denmark 2016) and three UNITWIN Network meetings organized (2014, 2015, 2016). Several awareness-raising tools were elaborated (education kit on "Heritage and Reconciliation" on the 100th anniversary of World War I; a digital App for Youth; a card series on underwater heritage).	High

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of States Parties which have effectively implemented the Convention, and have fully harmonized national laws with the Convention's provisions</p> <p><b>T 2014-2017:</b> 20</p> <p><b>T CAP 2016-2017:</b> Wide law adaptation, full implementation of the Convention, national capacities built</p>	<p>- Regional Meetings and National Consultations on ratification and implementation were organized in LAC (Uruguay, 2014); Africa (Nigeria, 2014, Kenya, 2015; Madagascar, 2015); Arab countries (Morocco, 2016); and Europe (Denmark, 2016); - Capacities were developed with training courses for LAC (St Eustasius, 2014, and Colombia, 2015); and for Africa and Arab countries (Turkey and Kenya 2015).</p>	Medium

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The 2001 Convention's Secretariat is limited to one permanent staff. This affects the delivery capacity, in particular for operational activities.</p>	<p>The Secretariat pursues its efforts to mobilize both financial and in-kind support from Member States and the private sector to implement the statutory and the operational programme activities and to compensate for staffing shortfalls. A significant part of staff time is therefore invested in fundraising and the identification of new partnerships.</p>

<p><b>ER 5: National capacities strengthened and utilized to safeguard the intangible cultural heritage, including indigenous and endangered languages, through the effective implementation of the 2003 Convention</b></p>	<p>Assessment of implementation of Workplans:<sup>(1)</sup></p> <p style="text-align: center;"></p>
---	--

<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Governing bodies of the 2003 Convention exercise sound governance thanks to effective organization of their statutory meetings</p> <p><b>T 2014-2017:</b> - Decisions taken providing strategic guidance and/or financial support for the implementation of the Convention - 200 safeguarding plans for intangible cultural heritage, including indigenous and endangered languages, developed and/or implemented by Member States - 60 international assistance requests submitted and 10 effectively implemented by Member States, 130 nominations submitted by Member States and processed, out of which one best safeguarding practice promoted and disseminated</p> <p><b>T CAP 2016-2017:</b> - N/A - Decisions taken providing strategic guidance for the implementation of the Convention based on a thematic expert meeting; decisions taken on the establishment of an overall results framework for the Convention; decisions taken providing financial support for the implementation of the Convention, based on four proposals for supplementary voluntary contributions to the ICH Fund - 5 additional safeguarding plans for intangible cultural heritage, including indigenous and endangered languages, developed and/or implemented by Member States, as a result of capacity-building programmes - 5 additional international assistance requests, nominations and/or proposals for best safeguarding practices submitted by Member States, as a result of</p>	<p>- Plans for the use of the resources of the Fund and new chapter on safeguarding ICH and sustainable development at the national level adopted - 145 safeguarding plans developed in nominations and requests examined and 6 implemented - 53 international assistance requests processed and 6 international assistance implemented; 146 nominations and 12 Best Safeguarding Practices processed</p>	High







Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
capacity-building programmes		
<p><b>PI:</b> Number of supported Member States utilizing strengthened human and institutional resources for intangible cultural heritage and integrating ICH into national policies</p> <p><b>T 2014-2017:</b> - Policies developed or revised in 30 States and human and institutional resources strengthened in 55 States - 15% of UNESCO-trained female cultural professionals contributing to national-level decision-making processes in the field of culture</p> <p><b>T CAP 2016-2017:</b> - Policies developed or revised in 7 additional States and human and institutional resources strengthened in 10 additional States - 2 regions pilot the integrated heritage education programme developed in collaboration with ERs 1, 2, 3 and 4 - N/A</p>	<p>- Out of 70 countries having benefitted from capacity-building strategy (24 in Africa), policies developed/revised in 15 out of 35 countries that benefited from policy support, process ongoing in 10 of them; human and institutional resources strengthened in 55 countries (of which 18 in Africa). - % of UNESCO-trained female cultural professionals: no data available; mechanism under development.</p>	Medium
<p><b>PI:</b> Number of periodic reports on the implementation of the Convention at the national levels submitted by States Parties and examined by Committee, and number addressing gender issues and describing policies promoting equal access to and participation in cultural life</p> <p><b>T 2014-2017:</b> - 105 reports, of which 50 address gender issues</p> <p><b>T CAP 2016-2017:</b> N/A</p>	<p>52 periodic reports submitted by States Parties and examined by the Committee of which 27 address gender issues and describe policies promoting equal access to and participation in cultural life, +11 on elements inscribed on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding</p>	Medium
<p><b>PI:</b> Number of States Parties to the Convention increased</p> <p><b>T 2014-2017:</b> - 15 new States Parties of which 4 from Africa</p> <p><b>T CAP 2016-2017:</b> 1 additional ratification</p>	<p>10 new ratifications (Bahamas, Bahrain, Cabo Verde, Ghana, Guinea Bissau, Kuwait, Marshall Islands, Myanmar, Saint Kitts and Nevis and Thailand), of which 3 from Africa</p>	High
<p><b>PI:</b> Number of organizations within and outside the United Nations system, civil society, and the private sector contributing to programme delivery</p> <p><b>T 2014-2017:</b> - 30 NGOs accredited - 40 NGOs renewed; - At least 7 category 2 institutes and centres fully contributing to supporting UNESCO's programme for effective implementation of the 2003 Convention</p> <p><b>T CAP 2016-2017:</b> - N/A - N/A - N/A</p>	<p>46 NGOs accredited; 59 accredited NGOs renewed; category 2 institutes and centres not yet contributing fully to UNESCO's programme for effective implementation of the 2003 Convention</p>	Medium

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The greatest challenge to effective implementation of the Convention remains - as has been the case for several biennia - the severe mismatch between available resources under the Regular Programme and the steady increase in workload and expectations on the part of States Parties, as highlighted in the IOS Audit of Working Methods of the Culture Conventions.</p>	<p>The Intangible Cultural Heritage Section continues to mobilize support from Member States (both financial and in-kind) to compensate partially for staffing shortfalls. An expert seconded by China was fully integrated into the Convention team during the first semester of 2014. A regional officer for the Arab States (supported by the Abu Dhabi Tourism and Culture Authority FIT) began work in December 2014, another regional officer for Eastern Europe joined in February 2015 (financed by the Sub-Fund of the Intangible Cultural Heritage Fund) and a third regional officer for Western Europe and North America (seconded from Japan) started in March 2015. A full-time materials production coordinator joined the capacity-building team in February 2015 (supported by the funds made available to the Secretariat under the Intangible Cultural Heritage Fund for strengthening the capacity-building</p>

Key challenges	Remedial actions
	programme). While the Secretariat is grateful for the support it is receiving from States Parties in the form of detachments, associate experts and project appointments, it must also be recalled that assignments of limited duration require a substantial investment in training and do not provide a sustainable solution.
There is concern about the paradox of having available funding within the Intangible Cultural Heritage Fund which is not being used by States Parties when the needs for assistance are great.	Paths opened by the Committee and the General Assembly will significantly improve this situation: (i) a more complete interpretation of Article 21 and better use of the different forms assistance for which it provides should improve the States' capacity to benefit from international assistance; (ii) the increase of the maximum amount of requests that can be examined by the Bureau from \$25,000 to \$100,000 will allow States to see both a request up to \$100,000 and a nomination considered in the same year. However, it is important to note that both perspectives will entail a significant increase in the workload of the Secretariat due not only to processing requests but to ensuring active monitoring and follow-up of approved projects.
Extrabudgetary support to the 2003 Convention is experiencing a clear decline, in particular, in terms of earmarked contributions for the capacity-building programme and contributions to the sub-fund for enhancing human resources of the Secretariat. Regarding the former, the underutilization of this modality is unfortunate since it has proven to be particularly suited to the spirit of the capacity building strategy as it allows effective use of resources by UNESCO, from a thorough needs assessment and consultation with national counterparts to project implementation. For the latter, it is equally unfortunate since the sub-fund is the only mechanism that can secure a sustainable workforce adapted to the statutory functions that the Secretariat must perform.	The Section, in close cooperation with BFM, greatly improved the presentation of its financial reports so that the financial situation of the Intangible Cultural Heritage Fund becomes clearer to both donor and recipient countries. Promoting a broader interpretation of the forms of assistance that the Fund can provide will undoubtedly improve the use of resources for international assistance, enable the Secretariat to increase the scope of its capacity-building programme and may, in this sense, attract donors.
According to some Committee Members, the mechanism of the Convention's Lists finds itself halfway between a strict and rigorous system of application of criteria and a more open system of display of intangible cultural heritage elements on the Wikipedia model.	Reflection on which recognition system States Parties wish to promote in the coming years might be needed.

<b>ER 6: National capacities strengthened and utilized for the development of policies and measures to promote the diversity of cultural expressions, in particular through the effective implementation of the 2005 Convention</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	

<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.


Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Governing bodies of the 2005 Convention exercise sound governance thanks to effective organization of their statutory meetings</p> <p><b>T 2014-2017:</b> - Decisions taken providing strategic guidance and/or financial support for the implementation of the Convention - 400 international assistance requests processed and 80 projects implemented and monitored</p>	- Surveys with Parties consistently conclude that the working and information documents produced by the Secretariat provide the necessary information needed to support informed decision-making by the Parties. - 360 international assistance requests processed - 84 projects implemented and monitored	High

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<b>T CAP 2016-2017:</b>		
<p><b>PI:</b> Number of national policies and measures and human and institutional resources that promote the diversity of cultural expressions, including cultural goods, services and activities, developed and/or strengthened</p> <p><b>T 2014-2017:</b> - Policies developed or revised and human and institutional capacities strengthened in 15 countries - 4 regions and 8 countries pilot 3 training modules to raise awareness of the Convention, develop policies for creativity, to prepare their periodic reports (long-term in-country technical assistance relies on extrabudgetary support)</p> <p><b>T CAP 2016-2017:</b> Policies and measures developed or revised and human and institutional resources strengthened in additional 20 States</p>	<p>- 23 policies developed or revised in 13 countries - 9 countries implement training modules to prepare periodic reports - 3 regional workshops implement training modules to raise awareness of the Convention and IFCD</p>	High
<p><b>PI:</b> Number of quadrennial periodic reports on the implementation of the Convention at the country level provided by Parties processed and analysed</p> <p><b>T 2014-2017:</b> - 80 reports and 60 best practices, including 20% promoting women's participation in the creation, production and dissemination of cultural goods and services</p> <p><b>T CAP 2016-2017:</b></p>	<p>- 54 reports submitted - 81 best practises collected including 0% addressing women's participation</p>	Medium
<p><b>PI:</b> Number of Parties to the Convention increased</p> <p><b>T 2014-2017:</b> 15 new Parties</p> <p><b>T CAP 2016-2017:</b></p>	<p>10 new ratifications, 1 from an under-represented region</p>	Medium
<p><b>PI:</b> Number of collaborative actions, including North-South and South-South initiatives, developed to enhance creativity and strengthen the creative economy in cities (Only extrabudgetary)</p> <p><b>T 2014-2017:</b> - 30 new cities join the Creative Cities Network; - 8 network activities strengthen the role of cities in the creative economy; - 30 cultural projects launched; - 4 North-South and South-South partnership agreements developed/implemented (all above activities funded under extrabudgetary).</p> <p><b>T CAP 2016-2017:</b></p>	<p>- 75 new cities join the Creative Cities Network (39 in AFR, ARB, APA); - 8 network activities undertaken to strengthen the role of cities in the creative economy; - 24 cultural projects launched (IFPC) of which 56% from developing countries - Aschberg programme redesigned to implement 2005 Convention activities and promote South-South cooperation between Creative Cities.</p>	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Key challenge is to secure extrabudgetary funds and expertise in the Secretariat to implement priorities identified by the governing bodies through capacity development and knowledge management activities. Stagnating voluntary contributions to the IFCD and the rate of Parties with overdue periodic reports is another key challenge.</p>	<p>Performance indicators and targets were adjusted to take account of available funding and expertise in the Secretariat. Financial and in-kind support is actively sought, especially to continue the technical assistance programme for policy development. A new mechanism for soliciting voluntary contributions to the IFCD from Member States was launched. This resulted in more Member States contributing (but no overall increase in the amount of funds). Funding for capacity-building for periodic reports was secured (SIDA, Sweden) that assists Parties with overdue statutory reports. In addition, the periodic reporting framework was revised taking into account the challenges Parties face when completing their reports.</p>

**MAJOR PROGRAMME V: COMMUNICATION AND INFORMATION**


<b>ER 1: Member States have adopted and/or applied relevant policies and normative frameworks to strengthen the environment for freedom of expression, press freedom and safety of journalists</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	

<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.

<b>Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target as at 30/06/2016</b>	<b>Likelihood that target will be attained</b>
<p><b>PI:</b> Number of countries organized awareness campaigns, monitored and advocated for freedom of expression and access to information as a basic human right, and/or applied related internationally-recognized legal, ethical and professional standards</p> <p><b>T 2014-2017:</b> --Each year, at least 80 countries organize global or local activities on the occasion of World Press Freedom Day and promote international campaigns of sensitization of freedom of expression, press freedom, including on the Internet; --Policies and norms conducive to freedom of expression, freedom of information, and press freedom strengthened in at least 28 countries; --Self-regulation based media accountability systems enhanced in at least 21 countries, and professional and ethical standards reinforced in at least 35 countries.</p> <p><b>T CAP 2016-2017:</b> Participation of youth in all events linked to the promotion of press freedom.</p>	<p>More than 80 countries each year celebrated WPFDD, and the Prize was awarded More than 4,500 articles and web articles produced. - In at least 20 countries, policies conducive to FoE and FOI were addressed. - Professional and ethical standards were reinforced in South East Europe and Arab States. - Through NET-MED, youth participation was facilitated in various events</p>	High
<p><b>PI:</b> Number of countries which put in place measures to address the issues of safety of journalists and the danger of impunity through capacity-building, including reinforcement of international and regional protection mechanisms</p> <p><b>T 2014-2017:</b> --Implementation of the United Nations Plan of Action on Safety of Journalists and the Issue of Impunity in at least 12 countries and reinforcement of the coordination mechanism at the international level; --At least 25 countries promote related guidelines and/or organize training on safety of journalists to empower at least 700 media professionals and government authorities.</p> <p><b>T CAP 2016-2017:</b></p>	<p>The United Nations Plan of Action on Safety continue to be implemented in more than 15 countries, through regional thematic (the Judiciary, the security forces, JSI) or by reinforcing national mechanism systems. More than 20 countries were beneficiaries of training courses. A curricula was developed on Safety for the Arab world.</p>	High
<p><b>PI:</b> Number of countries in transition and post-conflict situations which have enabled to raise professional standards and strengthen self-regulation mechanisms</p> <p><b>T 2014-2017:</b> --Media independence recognized in practice and editorial independence enhanced in at least 12 countries, notably in Africa; --Professionalism of journalists improved, including through independent associations, organizations and unions, and voluntary, self-regulatory codes and bodies where appropriate in at least 7 post-conflict countries and countries in transition; --At least 10 post-conflict countries and countries in transition strengthen their investigative journalism capacity.</p> <p><b>T CAP 2016-2017:</b></p>	<p>Independent media reinforced in 10 countries, and among them 5 in Africa. Journalism has been reinforced in various regions in the world. In Mexico, the global congress on investigative journalism has been the occasion to train journalists coming from 8 countries in transition.</p>	Medium

## Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The biggest challenges of the past biennium and beginning of 2016 were the lack of resources, both financial and human. However, it takes time to secure, manage and do special reporting on these funds and build relationships. Implementation of activities at the country level continues to be challenging due to various factors including lack of awareness, functioning of the media landscape, deterioration of security and political situation in some of the countries involved, political representation instability in some other countries, sensitivity of certain topics. Concerning Internet, the challenge is posed by the expanded normative, legal and regulatory landscape posed by Internet and ICTs.	Efforts were deployed for fundraising, special grants, "loans" of scholars, co-publishing, etc.

<b>ER 2: Member States have enhanced pluralistic media and empowered audiences</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	


<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of Member States that have strengthened practices and policies for pluralistic media</p> <p><b>T 2014-2017:</b> --At least 50 community radio stations adopt programming guidelines to strengthen women and young people's representation; --At least 8 regulatory bodies introduce community media sustainability policies and community media funding models are showcased by 5 countries; -- At least 40 countries each year ensure the observance of World Radio Day on 13 February to strengthen media pluralism.</p> <p><b>T CAP 2016-2017:</b> A higher Regular Programme allocation would allow UNESCO to target additional 30 radio stations and regulatory bodies, in particular in APA and LAC which are not priority regions for the Organization and where assistance is needed. For example: for Zika-related action.</p>	At least 59 community radio stations adopted programming guidelines to strengthen women and young people's representation in 10 countries in sub-Saharan Africa; Burundi, DRC, Kenya, Lesotho, Namibia, etc.) WRD 2016 had 374 events in the world, across the 5 regions in at least 81 countries	Medium
<p><b>PI:</b> Number of institutions that apply UNESCO's Gender Sensitive Indicators for Media (GSIM)</p> <p><b>T 2014-2017:</b> --At least 10 international/regional associations of media organisations promote GSIM; --At least 8 media institutions and 35 journalism schools apply GSIM.</p> <p><b>T CAP 2016-2017:</b> A higher Regular Programme allocation would allow UNESCO to target additional 5 media institutions especially in LAC and APA which are not priority regions for the Organization.</p>	Preparation has been advanced for application of the GSIM by the United Nations Peacekeeping and Special Political Missions. The training will include capacity-building of over 10 United Nations Peacekeeping Radio Stations and Radio Units Preparation is being finalized for 25 francophone broadcasting members of the AUB to take up GSIM and introduce their application in their respective organizations by October 2016	Medium
<p><b>PI:</b> Number of collaborative actions promoting gender equality in media</p> <p><b>T 2014-2017:</b> --At least 17 universities cooperate on gender and media and one collaborative research on the topic undertaken; --At least 50 media</p>	3 universities from Australia, Mexico and India have signed as members of the UNESCO UNITWIN Gender, Media and ICTs University Network.	Medium

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p>partners contribute each year to the action "Women Make the News".</p> <p><b>T CAP 2016-2017:</b> UNESCO could have additional 60 media partners if a higher RP allocation were possible. With a staff member dedicated to gender and media, UNESCO would lead action in this area.</p>		
<p><b>PI:</b> Number of initiatives to empower citizens with increased Media and Information Literacy (MIL) competencies</p> <p><b>T 2014-2017:</b> --At least 10 teacher training curricula integrating MIL; --At least 8 Member States take steps to develop MIL related national policies and strategies; --At least 25 youth associations engaged in MIL.</p> <p><b>T CAP 2016-2017:</b> A higher allocation would allow UNESCO to target additional 5 teacher training curricula, particularly in LAC and APA which are not priority regions for the Organization, as well as more youth associations.</p>	<p>Negotiations were finalized and contract was established with the Asian Institute for Journalism Development, the South Eastern European Network of Media Professionals and the Serbian Media Education Centre to undertake national consultation of MIL policies and strategies in the Philippines, Albania, Serbia, respectively.</p>	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Ensure that community radio stations being supported and empowered to be confident to ensure their own sustainability. The need for more resources for MIL and gender and media is the perennial challenge. The requests from stakeholders far outweighs available resources.</p>	<p>Attempts made to ensure that training workshops do not address only the theory sustainability but real-life practices and hands on testing of these practices over the life of the project. Fostering creative and professional leadership of stakeholders. Fostering multi-stakeholder cooperation which leads to greater impact and maximization of limited resources. This has worked especially for big conferences and publications</p>

<p><b>ER 3: Local actors in Member States have fostered media development through the International Programme for the Development of Communication (IPDC)</b></p>	<p><b>Assessment of implementation of Workplans:<sup>(1)</sup></b></p> <p style="text-align: center;"></p>
---	---

<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.


Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of media development actors in Member States fostering media development through IPDC projects</p> <p><b>T 2014-2017:</b> --Local media development actors from at least 100 developing countries foster media development through IPDC projects.</p> <p><b>T CAP 2016-2017:</b></p>	<p>51 new media development projects approved and funded by the IPDC Programme, together with 6 new special projects.</p>	High
<p><b>PI:</b> Number of IPDC Council and Bureau statutory meetings convened and participation of Member States in reporting mechanisms and media role in sustainable development</p>	<p>The 60th session of the IPDC Bureau meeting was held on 17 and 18 March 2016. Preparations are under way for the holding of the 30th session of the IPDC Council in November 2016.</p>	High

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>T 2014-2017:</b> --68 Member States (IPDC Council members) support safety of journalists through IPDC's reporting mechanism and regularly promote media's role in the Sustainable development goals</p> <p><b>T CAP 2016-2017:</b></p>		
<p><b>PI:</b> Number of countries applying knowledge-driven media development through MDI-based assessments</p> <p><b>T 2014-2017:</b> --Assessments of national media landscapes based on UNESCO's MDIs completed and applied in at least 15 countries</p> <p><b>T CAP 2016-2017:</b></p>	9 national assessments prepared.	High
<p><b>PI:</b> Number of institutions which have revised their journalism programmes to address issues of democratic governance, sustainable development and peace, based on UNESCO's model curricula for journalism education</p> <p><b>T 2014-2017:</b> --At least 15 institutions improve quality of journalism education, addressing issues of democratic governance, sustainable development and peace based on UNESCO's model curricula for journalism education.</p> <p><b>T CAP 2016-2017:</b></p>	At least 20 journalism education institutions, including in Cameroun, Kenya, Uganda, South Africa and Zimbabwe, have revised their journalism programmes based on UNESCO's Model Curricula. Teachers in institutions in France, Canada and the US have also referred to UNESCO publications in addressing their curricula.	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The IPDC Programme relies on extrabudgetary contributions by Member States. Fundraising is a key challenge for the success of the programme.	Fundraising efforts have been increased in the past two years, and new donors are starting to support the Programme.
Human resource limitations	Appeals have been made to Council and Bureau members to provide experts to IPDC Secretariat and field offices. Interns are regularly recruited.

### ER 4: Member States have advanced universal access to information through Open Solutions

Assessment of implementation of Workplans: <sup>(1)</sup>


<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of Member States formulating Policy Frameworks and taking concrete measures on Universal Access to Information and knowledge using ICTs, mobile devices and Open Solutions with special emphasis on teachers, learners, researchers, information professionals and/or scientists</p> <p><b>T 2014-2017:</b> --At least 70 Member States, including 35 in 2016-2017, adopt national or regional policies,</p>	25 countries from all UNESCO regional groups adopted OER policy frameworks, declarations or other instruments 15 research organization, funding agency and institutions adopted Open Access Policy. 2 Open Access learning tools were developed 6 institutions have adopted Open Science knowledge management The YouthMobile Initiative was deployed in 3 more countries	High




Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p>including through the enhanced capacities of national institutions, as well as global fora in the areas of Open Educational Resources (OER), Open Access to scientific information (OA), Open Data and Information Accessibility; --At least 100 national-level institutions, including 50 in 2016-2017, implement multilingual, accessible and scalable initiatives in OER, OA, Information Accessibility, including the development of resources, tools and capacity building for a critical mass of teachers and scientists; --50 institutions adopt programmes on smart mobile applications for sustainable development; participatory Disaster Risk Reduction strategies based on: Open Scientific Knowledge Management, FOSS tools and openly licensed GIS data with a focus on youth, especially young women, and local communities</p> <p><b>T CAP 2016-2017:</b> 10 additional countries included ICT CFT based teachers training in their national education policies</p>		
<p><b>PI:</b> Number of teachers effectively harnessing ICT in their professional practice to promote quality learning environments</p> <p><b>T 2014-2017:</b> --At least 17 Teacher Education Institutions use the ICT Competency Framework for Teachers (ICT CFT)</p> <p><b>T CAP 2016-2017:</b> 6 Teacher Ed institutions using the ICT CFT</p>	10 Teacher Ed institutions are using the ICT CFT	High
<p><b>PI:</b> Number of Member States, through their relevant Ministries and institutions, provided with capacity to use policy support and self-directed learning tools for open, distance, flexible and online (e-learning) learning to ensure innovative strategies for inclusive participation in Knowledge Societies</p> <p><b>T 2014-2017:</b> --Member States provided with at least 2 policy support and self-directed learning tools for open, distance, flexible and online (e-learning) learning developed that allow for ensuring innovative strategies for inclusive participation in Knowledge Societies.</p> <p><b>T CAP 2016-2017:</b> 5 additional Teacher Education Institutions use the ICT Competency Framework for Teachers (ICT CFT)</p>	1 policy support tool for ODL for persons with disabilities is finalized	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Human resources; Fundraising;	Use of interns, benefitting from specific programmes (China); Development of tailored projects in collaboration with other UNESCO programmes (IFAP)




<b>ER 5: Member States have preserved documentary heritage through the Memory of the World Programme</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	

<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Safeguarding, preservation and accessibility of Information and documentary heritage enhanced in Member States, including through the implementation of normative instruments</p> <p><b>T 2014-2017:</b> --At least 80 new inscriptions on Memory of the World Register; --At least 20 new National Memory of the World Committees and registers set up and operational; --A Recommendation on preservation and access to documentary heritage elaborated.</p> <p><b>T CAP 2016-2017:</b> --At least 50 new inscriptions on Memory of the World Register --At least 10 new National Memory of the World Committees and registers set up and operational and 1 Regional Committee established --A Recommendation on preservation of, and access to documentary heritage, adopted and implemented</p>	<p>- 47 new inscriptions on the Memory of the World International Register. - 3 new National Memory of the World Committees and registers set up and operational - UNESCO Recommendation Concerning the Preservation of, and Access to, Documentary Heritage Including in Digital Form adopted by the General Conference.</p>	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>In spite of numerous resolutions and decisions of the General Conference to strengthen the MoW Programme and addressing the various needs of Member States in this important area; limited resources, financial as well as human, continue to pose serious challenges operating for delivering.</p>	<p>Fundraising: The Memory of the World Secretariat developed concept notes that were then presented to several Member States for extrabudgetary funds. The results are still to be communicated.</p>

<b>ER 6: Member States' capacities for the use of ICT for sustainable, knowledge-based development enhanced through the implementation of the World Summit on the Information Society (WSIS) outcomes and of the Information for All Programme (IFAP) priorities, towards inclusive and pluralistic knowledge societies</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
	

<sup>(1)</sup> Note:  Not on track;  Partly on track;  On track.

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
<p><b>PI:</b> Number of Member States which participate in WSIS-related meetings in order to strengthen their ICT capacities and scale up inclusive and gender-responsive information and communication technology (ICT) uses</p> <p><b>T 2014-2017:</b> --4 Global WSIS meetings organized, attended each by at least 1,000 stakeholders from at least 90 Member States, including capacity-building and networking sessions with a particular</p>	<p>The WSIS team fully contributed to building Member States' capacities for the use of ICT for sustainable development and inclusive knowledge societies' and is fully on track with all outputs produced and targets reached: three WSIS Fora were co-organized in 2014, 2015, 2016 with altogether 4,500 participants who joined.</p>	High

Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target as at 30/06/2016	Likelihood that target will be attained
focus on gender and Africa. <b>T CAP 2016-2017:</b>		
<b>PI:</b> Number of Internet governance (IG) issues in UNESCO's field of competence prominently included in international debates <b>T 2014-2017:</b> -4 Open Fora organized at the Internet Governance Forum (or equivalent) raising awareness, offering insights and partnership building opportunities on key UNESCO Internet Governance topics. <b>T CAP 2016-2017:</b>	UNESCO fully contributed to two IGFs in 2014 and 2015, and submitted proposals for the upcoming 2016 IGF taking place in Mexico in Dec. 2016.	High
<b>PI:</b> Number of Member States integrated quality UNESCO policy development resources/activities (declarations, guidelines, studies, capacity-building initiatives) in the IFAP priority areas into their national information policies <b>T 2014-2017:</b> --8 Member States integrating information policy resources in their national information strategies <b>T CAP 2016-2017:</b>	IFAP fully implemented the objectives fixed for that period in its 6 priority areas. New synergy creating and capacity building initiatives have been successfully launched at regional and international levels.	High
<b>PI:</b> Number of Member States implementing evidence based assessment strategies and actions related to Info-Ethics and Media and Information Literacy <b>T 2014-2017:</b> -- 8 SIDS and 8 developing countries implement strategies and actions in Ethical dimensions; --Assessments of country readiness and competencies based on UNESCO's Global Media and Information Literacy Assessment Framework completed in at least 8 countries, and evidence-based data integrated within MIL action plans; and development of online automated self-assessment tools. <b>T CAP 2016-2017:</b>	Info-Ethics related activities were implemented in the Caribbean region and also during the WSIS Forum. The work on the anti-radicalization - including through MIL - of youth in cyberspace was another priority successfully implemented.	High

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Shortage of financial and human resources remained a huge challenge over that period.	Temporary assistants and interns were hired but this is not a sustainable solution to the identified challenge.

## UNESCO Institute for Statistics (UIS)

---

### Summary Strategic Assessment

#### *UIS contribution to SDG 4 - Education 2030*

1 Without any additional resources, the UIS is becoming fully operational in assuming its mandate to produce the global and thematic monitoring indicators for Sustainable Development Goal (SDG) 4 in close consultation with partners.

2 Since the start of the consultation process on the SDGs, the UIS has been taking a leadership role regarding the technical and measurement issues for the education goal. The UIS convened the Technical Advisory Group (TAG) on Post-2015 Indicators, which developed the proposal on education indicators that was adopted by Member States during the World Education Forum in 2015. This work continues through the [Technical Cooperation Group](#) (TCG) on SDG 4 – Education 2030 Indicators, which was established by the UIS and UNESCO's Education Sector. The TCG serves as the platform for Member States and education stakeholders to further refine and implement the thematic indicator framework. It is forging the technical consensus needed to mobilise efforts to address the measurement challenges, while building the coordination mechanisms to produce the new data.

3. The UIS was designated by the UNESCO Director-General to represent the Organization in the high-level bodies responsible for formulating the post-2105 development agenda, for example, the Inter-Agency and Expert Group on the Sustainable Development Goals ([IAEG-SDGs](#)). The UIS provided recommendations on the global indicators on SDG 4 based on the work of the TAG and negotiated a common position with United Nations and other partner organizations. The UIS also made recommendations for indicators for education-related targets of other SDGs including 12.8 (sustainable consumption and production) and 13.3 (climate change), as well as those related to the other fields of competence of UNESCO including targets in SDG 6 (water), SDG 9 (science and innovation), SDG 11 (culture), SDG 14 (oceans) and SDG 16 (freedom of information).

4. Other groups have been formed more recently to take the lead on new initiatives including the Data Revolution Working Group of the Chief Executives Board and the United Nations Development Group's Inter-Agency Task Team on SDG Country Reporting which has developed guidelines for the national review and follow-up of the SDGs for use by countries.

5. A number of Inter-Agency Groups has been established to coordinate work at a technical level across the United Nations system. Some of these are convened by the UN Statistics Division including the Inter-Agency and Expert Group on Gender Statistics and the Inter-Secretariat Working Group on Household Surveys. Others are convened by other specialized agencies such as PARIS21 (UIS as member of the Advisory Board) which focuses efforts on national statistical capacity building; an Expert Group on Indicators for WASH (Water, Sanitation and Hygiene) in Schools convened by UNICEF; and the SDG Data Roadmaps and Ecosystems Working Group convened by the Global Partnership for SDG data.

6. UNESCO and the UIS have also convened a number of technical groups including the Inter-Agency Group on TVET co-convened with the European Training Foundation, ILO, OECD and the World Bank, as well as Expert Groups and Task Forces on Teachers, Violence in Schools, and other topics related to specific education targets. The UIS itself has created several expert groups to take forward the methodological development of indicators and the establishment of standards and good practices in specific areas of relevance to the SDGs. These include the Global Alliance to Monitor Learning, the Inter-Agency and Expert Group on Education Inequality Indicators and a Task Force within the Inter-Secretariat Working Group on Household Surveys on Education Expenditures.

7. While working closely with partners to develop new indicators, the UIS has used existing sources of information to produce data for a large number of the new SDG 4 indicators and temporary placeholder indicators. For SDG indicators that require additional data collection beyond the UIS survey, the Institute completed a thorough mapping of potential external data sources and possible placeholders. For many of these indicators, data were compiled, validated and published in the new [eAtlas for Education 2030](#), which was launched at the High-Level Political Forum for Sustainable Development (July 2016).

8. In addition, the UIS will be releasing a major new report on the measurement challenges and initiatives to implement the indicator frameworks in August. The Sustainable Development Data Digest provides Member States and partners with a roadmap to develop the standards, tools and cross-nationally comparable indicators to monitor SDG 4 – Education 2030. It specifically focuses on difficult areas to measure and presents the results of a UIS survey on data availability for SDG 4.

### ***Learning Outcomes***

9. Since the beginning of the discussion on the post-2015 development agenda, the UIS helped to build consensus around the need for learning-specific targets and their measurement through the Learning Metrics Task Force (LMTF), which was jointly established with the Brookings Centre for Universal Education (CUE). Its last meeting (February 2016, Livingstone, Zambia) gathered representatives of the Learning Champion countries and development partners to benchmark the initiative's progress and identify tangible next steps to sustain country-led action in the transition from LMTF to SDG 4.

10. In May 2016, the UIS launched the [Global Alliance to Monitor Learning](#) (GAML), an umbrella initiative to monitor and track progress towards all learning-related Education 2030 targets. Within the Alliance, the UIS is leading the development of the Learning Scale and Global Reporting Metric programme, with a specific focus on learning assessment data for Target 4.1 which includes three measurement points: grades 2/3, end of primary level and end of lower-secondary level. When this phase is complete, the Alliance will focus on other targets. The platform will organize expert group meetings and consultations with stakeholders to develop new indicator frameworks and review existing indicators and classifications on learning.

11. The UIS has continued to expand the scope and geographic coverage of the [Catalogue](#) and [Database](#) of Learning Assessments (launched in 2015). The database is the only central repository of data on learning assessments and includes information on all system-level large scale assessments in primary and lower secondary, including public examinations and national learning assessments. The UIS is developing a new version that will be used to produce simple interim (or temporary) indicators to monitor progress towards SDG 4 while learning scales and the global reporting metric are being developed.

12. The UIS has also developed the [Learning Assessment Capacity Index](#) (LACI), which reflects the readiness of countries to monitor learning outcomes globally. The index covers more than 100 countries and is currently being expanded to include learning assessments beyond primary and lower-secondary education levels.

### ***Education statistics***

13. Over the past thirty months, the UIS global education database was updated according to schedule. The data and analysis were featured in major international statistical reports and indices, such as: the World Development Indicators and EdStats database (World Bank); the Human Development Index and Report (UNDP); State of the World's Children (UNICEF); United Nations Millennium Development Goals Report, and others. The UIS also provided data and analysis for the 2014 and 2015 editions of the EFA Global Monitoring Report and the forthcoming edition of the Global Education Monitoring Report.

14. During this period, all of the Institute's main education surveys were adapted to reflect the revised International Standard Classification of Education (ISCED 2011). This entailed a major redesign of the Institute's survey instruments and data production systems as well as an extensive programme of training and capacity-building to help Member States adapt their systems. To further improve the comparability and accuracy of UIS data, the Institute also revised the ISCED fields of study, which was approved by Member States.

15. To better meet the policy needs of Member States, the UIS continues to develop new indicators by introducing new questionnaires. For example, the global education survey includes a module on teacher characteristics and working conditions while regional surveys are conducted to produce more specific information, such as: teacher recruitment, training and deployment at the sub-national level in Asia; and school conditions and teaching resources in sub-Saharan Africa.

16. The UIS, UNICEF and the World Bank initiated a new Inter-Agency Group on Education Inequality Indicators (IAG-EII). The main objective of the IAG is to promote and coordinate the use of household survey data to monitor education targets at the global, regional and national levels, ensuring standardized analysis and reporting in order to complement evidence available through administrative data. The benefit will be increased efficiency and consistency in the processing of survey data by different agencies and strong legitimacy for survey-based indicators reflecting the equity issues of the Education 2030 Agenda, with a particular emphasis on increasing use of such data by countries.

17. The UIS continues to improve the quality of data on out-of-school children through a global initiative with UNICEF, which includes about 50 countries. The UIS led the production of the global report, [Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children](#), which was launched in January 2015. Based on a series of national and regional studies and policy analysis by leading experts, the report and a related [data exploration tool](#) serve as a roadmap to improve the data, research and policies needed to catalyse action. In 2016, an [operational manual](#) was released for the initiative.

18. The UIS produced policy papers on priority issues and events, such as [out-of-school children](#), [International Literacy Day](#) and [World Teachers' Day](#). To reach wider audiences, these papers are accompanied by infographics and interactive maps and charts through the UIS [eAtlas series](#). As a result of these efforts, UIS data are widely cited by key partners, Member States and the media.

19. In partnership with the IIEP, the UIS is completing a project funded by the Global Partnership for Education to improve the completeness and quality of education finance data in eight countries. A methodological report will be released in July 2016 in addition to a series of national reports.

20. Through its network of field staff, the UIS continues to provide countries with a range of services to improve the quality and use of cross-nationally comparable data. Services include training workshops, technical assistance and diagnostic tools to evaluate and improve data quality.

### ***Science, technology and innovation (STI) data***

21. In the field of science, the UIS is the only statistical agency to collect data on research and development in countries at all stages of development. Over the past thirty months, the UIS began collecting these data on an annual basis (instead of every two years) and has significantly expanded its database with a new global survey on innovation. Consequently, the UIS is well prepared to monitor a key target of SDG 9 which calls for the enhancement of scientific research and innovation especially in developing countries. UIS data have already been submitted for inclusion in the annual SDG report, the World Social Sciences Report and the Global Innovation Index.

22. The UIS is preparing to develop a thematic set of STI indicators for the SDGs. This proposal was presented at a Round Table Discussion on Monitoring Science, Technology and Innovation for

the Sustainable Development Goals, a side event held during the 47th session of the UN Statistical Commission (March 2016).

23. The UIS is also continuing to expand its [online catalogue](#) of innovation surveys, twenty-two surveys were added, as part of efforts to help countries to initiate new national surveys or improve existing data collections. Many national statistical offices are only beginning to lay the foundations to report the new data, especially concerning innovation. To foster its sustainability and keep it more up to date, the Catalogue of Innovation Surveys will be re-designed in terms of its content.

24. The UIS continues work to revise key standards, such as the 1978 Recommendation concerning the International Standardization on Science and Technology with the aim to present a revised recommendation to the General Conference in 2019. The revisions to the OECD Frascati Manual on measuring R&D were formally adopted during an OECD Ministerial Meeting in October 2015. The Annex on Measuring R&D in Developing Countries, which was prepared by the UIS, has been integrated in the core section of the manual. The OECD is now in the process of revising the Oslo Manual on measuring innovation. Once again, the role of the UIS is to ensure that the perspectives of developing countries are integrated in the manual. UIS has been asked and has accepted to be part of the Steering Group.

25. The topic of women in science is a major priority for the UIS and the subject of an award-winning [interactive data tool](#). With the support of the Swedish Government, the UIS is developing new indicators and methodologies to better monitor the status of women in science, technology, engineering and mathematics in a joint project with UNESCO Headquarters and UNESCO Montevideo.

### ***Culture statistics***

26. The UIS is laying the foundations to expand the production and use of cultural statistics at national level by developing new surveys and methodological resources for countries. This entails partnerships with different types of organizations. It will also contribute to the SDG 2030 agenda as the lead agency for the global monitoring of SDG indicator 11.4.1.

27. The UIS is preparing to release results from its first global survey of cultural employment statistics, which was launched in 2015 to provide Member States with indicators that can be used for effective policy-making. The challenge lies in helping countries to collect the raw data. In response, the UIS is providing a range of capacity-building services despite very limited resources.

28. The UIS produced a major report, [The Globalisation of Cultural Trade](#), while also contributing data and analysis to UNESCO's first [global report](#) on the implementation of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions.

29. To help countries implement the UNESCO Framework for Cultural Statistics, the UIS has produced methodological handbooks on the measurement of [cultural participation](#), [festivals](#) and the [economic contribution](#) of culture. In addition, the UIS is working with partners to identify different approaches to develop culture accounts and a global standard in this area.

30. The UIS launched another round of its biennial survey of feature film statistics and results will be released in 2015. The UIS is also working with partners to prepare an analytical report on the international trade of cultural goods and service.

### ***Media and communication statistics***

31. In the field of ICT in education, two UIS indicators will be used to monitor SDG 4. In addition, the Qingdao Declaration (International Conference on ICT and Post-2015 Education, May 2015) calls for countries to report accurate and timely data on ICT in education to the UIS in order to build a global database. The UIS continues to serve as a member of the Partnership on Measuring ICT



for Development, and has recently been elected to the Steering Committee. Currently, the UIS is preparing the first global ICT in education survey.

32. Due to budgetary constraints, the UIS has been forced to suspend its media survey. The UIS and the UNESCO-CI sector agreed that rather than stopping completely the survey, for countries where UNESCO-CI will conduct a Media Development Indicators (MDI) assessment, UIS will provide the training of country focal points on the completion of the media statistics questionnaire, and collect data, to be used as complement.

### ***Data dissemination***

33. Several new initiatives are under way to improve the efficiency and lower the costs of UIS data dissemination. In particular, the Institute introduced a new format (SDMX-injected Excel questionnaires) for its surveys.

34. Despite very limited resources, the UIS continues to expand efforts to reach new audiences by telling the “stories behind the data” through data visualization products such as its [eAtlas series](#) and products such as [Left Behind – Girls’ Education in Africa](#), [Aid to Education](#) and others.



## Global Priority Africa

---

### Summary Strategic Assessment

35. In the framework of its Operational Strategy for Priority Africa, the Africa Department works closely with the Programme Sectors and Africa Field Offices, providing guidance and support for the implementation of the six flagship programmes. Consultations with heads of Field Offices in Africa and representatives from the programme Sectors at Headquarters are ongoing with the aim to further improve these programmes, and inform future action. Discussions have highlighted the need to review the flagship programmes and ensuring their close alignment with Agendas 2030 and 2063. This review process will continue in 2016 and guide the preparation of the Draft 39 C/5.

36. Concerning cooperation with the African Union (AU), two important decisions were adopted in 2015 – the School of Peace in Côte d'Ivoire and the Luanda Biennale on Culture of Peace. Follow-up on these AU decisions have resulted in the finalisation of the feasibility study for the establishment of the School of Peace and preliminary preparations for the Luanda Biennale. However, regarding the biennale, this event has been postponed to 2017, due to the oil crisis which has affected the host country, Angola. The Department also participated actively in joint programmes and in the United Nations system's regional coordination mechanisms in Africa. This has led to a major outcome, namely the inclusion of culture as part of the Cluster configuration for joint work with the AU.

37. Support to Member States and field offices have included providing visibility to their activities through the Department's website; co-organizing the annual Africa Week and mobilizing partners such as Royal Air Maroc and the Office Chérifien des Phosphates (OCP).

38. As part of its role related to the coordination of future-oriented thinking on Africa, the Department organized jointly with SHS a forum on the theme of "Emergence in Africa: what future for the Continent?", in December 2015, at Headquarters, with the participation of eminent personalities. The Department also launched a co-publication with the African Futures Institute entitled *African Futures: Towards a Sustainable Emergence* and a second publication on *African Women, Pan-Africanism and African Renaissance*. Another forward-looking activity concerns the facilitation of a workshop on foresight and strategic thinking in April 2016 in the context of the meeting of the regional office for Central Africa with its regional partners on the theme "contribution of UNESCO and its partners to the efforts of CEEAC countries for the involvement of youth in the consolidation of peace and the realization of the Sustainable Development Goals in view of sustainable emergence in Central Africa".

### Flagship 1: Promoting a culture of peace and non-violence

39. The Department has been very active in the coordination of activities related to the promotion of a culture of peace and non-violence, as illustrated, for example in the ongoing strategic and technical support provided to the Special Envoy Forest Whitaker, as part of the Whitaker Peace and Development Initiative.

40. UNESCO established in 2014 three important networks – the "Network of Foundations and Research Institutions for the promotion of a Culture of Peace in Africa" (Yamoussoukro); the "Women for a Culture of Peace in Africa", (Brussels); and the "Pan-African Youth Network for a Culture of Peace in Africa" (Libreville). Twenty youth from this latter Network participated substantively in UNESCO's conference on "Youth and the Internet", in Paris (June 2015). UNESCO also contributed to the organization of a symposium on "The African Initiative for Peace through Interreligious and Intercultural Dialogue" organized by the Republic of Benin in May 2015. The national peace and reconciliation process in Mali, designed through the Peace Agreement of 15 May and 20 June 2015, was enhanced by UNESCO, notably through the reconstruction process of the mausoleums in Timbuktu. In the first semester of 2016, a national workshop was

also organized in Bamako for the elaboration of the National Programme for a culture of peace in Mali, planned for 2016.

41. In order to enhance awareness of the common heritage of African people, facilitate regional integration and contribute to the construction of an African citizenship and identity, pedagogical materials for African primary and secondary schools were elaborated on the basis of the General History of Africa (GHA). UNESCO General Conference has also established the African World Heritage Day, which was celebrated in South Africa in May 2016, with the participation of the Africa Department. UNESCO also launched in October 2015 a Coalition of Artists for the General History of Africa, which targets the youth and the public at large and aims at raising awareness about the importance of learning African history. A workshop convened with Georg Eckert Institute took place in Abidjan in October 2015, following which a study on “Learning to Live Together in Africa through History Education” is currently being finalised for publication.

42. In West Africa, many teachers and teacher trainers have been trained on the ECOWAS manual on peace education, translated in 27 ECOWAS local languages. A digital version is now available in English, French and Portuguese. Community radios are being used to relay messages of peace and reconciliation. In Central Africa, specific youth training on peace education, citizenship and the electoral process was launched in Burundi and UNESCO also organized in partnership with the REJA “Youth Network in Action for Peace, Development and Reconciliation” a training which allows young beneficiaries to initiate community dialogue, discuss critical issues related to peaceful cohabitation and especially their role as agents of peace and social transformations within peers and their communities. Also in Central Africa, “Different words, same language: peace” is the slogan of young people’s Campaign for the promotion of a Culture of Peace. Launched in Libreville, this campaign is an initiative of the Pan-African Youth Network for a Culture of Peace (PAYNCOP) in association with the United Nations Youth African Leaders Organizations (ROJALNU/Gabon) and the National Youth Council of Gabon (CNJG). Initiated in Gabon, this campaign will run until September 2016 in all Central African countries. About 20 national and international media organizations have already pledged to be part of the campaign.

43. The United Nations Counter-Terrorism Implementation Task Force and UNESCO promoted inter-faith and inter-ethnic dialogue and cultural understanding involving young people in Nigeria and Burkina Faso. UNESCO is also cooperating with United Nations agencies to promote transboundary dialogue for conflict prevention and management, in particular in North Cameroon and through transboundary biosphere reserve initiatives. In East Africa, activities were carried out within the Global Citizenship Education initiative. United Republic of Tanzania is advocating for the protection of rights of Albinos and ending FGM practices with strong support mobilized from Massai leaders. The Africa Department also celebrated the international Albinism awareness day at UNESCO Headquarters on 13 June 2016 to further sensitize on this issue. In Southern Africa, UNESCO is reinforcing tolerance, the fight against xenophobia and peaceful coexistence in Namibia and South Africa through community radio programmes and a media campaign on gender-based violence and human rights.

### **Flagship 2: Strengthening education systems for sustainable development in Africa: improving equity, quality and relevance**

44. UNESCO provided technical support for capacity strengthening in sector-wide policies and planning, focusing on areas such as sector reviews and plans in preparation of GPE requests or its implementation (Central African Republic, Chad, Congo) and establishment of EMIS and improvement of data collection and analysis, including use of education policy simulation model (Burundi, Cameroon, Côte d’Ivoire, Ghana, Togo, Guinea Bissau, Nigeria and United Republic of Tanzania). As a direct outcome of the Kigali meeting, technical backstopping for national EFA 2015 Reviews was provided, resulting in an EFA assessment report, 38 national reports and the organization of 16 national consultations. A regional consultation on Education 2030 Framework for Action for West and Central Africa was also organized for 25 countries, in November 2015 in Dakar, Senegal. In order to assess country readiness for aligning SDG 4-Education 2030 agenda

with education sector policies and plans in sub-Saharan Africa, UNESCO offices and UIS conducted a survey and collected information from 41 countries, which made it possible to produce a report on “Education 2030 country readiness survey in sub-Saharan Africa”. This report was disseminated to education stakeholders in the region to facilitate their support of national education sector planning in light of the SDG-Education 2030 agenda.

45. In TVET, progress was made through projects such as BEAR (Better Education for Africa Rise) in the SADC region. Synergy was reinforced between UEMOA and ECOWAS as regards TVET, higher education and STI (Kigali discussion, February 2015). Thematic work has been achieved in line with national and regional qualification frameworks. A new methodology and tool (DIPEFE) for national diagnosis aimed at enhancing Youth transition from school/training to work has been developed and published. Regional cooperation and capacity-building in developing, implementing and analysing youth skills and greening policies was also carried out. This capacity strengthening also benefitted two regional networks – RAIFFET (Réseau Africain des Instituts de Formation de Formateurs de l'Enseignement Technique) and RAFPRO (Réseau Africain des Institutions et Fonds de Formation Professionnelle) – and 11 countries in West and Central Africa. 250 copies of “It’s Time to Work (ITTW)” toolkit, a career guidance tool for TVET for a green economy, has been disseminated in 7 SADC countries.

46. A subregional workshop for the Sahel region (Senegal, May 2015) addressed the links between TVET, literacy and non-formal education (NFE) and shared results of studies conducted in the region. The Africa Department participated in the workshop through support in partnership development. Activities in literacy and skills development, including through the use of ICTs, targeting girls and young women, have been implemented in Senegal, Nigeria and United Republic of Tanzania. UIL successfully signed Agreement Protocols with all of the 12 countries participating in the second phase of the project for “measuring literacy programme participants’ learning outcomes’ (RAMAA II). A harmonized curriculum framework for bilingual education in a multilingual and multicultural context as well as a reference resource park for teacher-training institutions on literacy and non-formal education content were developed for francophone countries in the ECOWAS region.

47. In teacher education, a Teacher Policy Development Guide for Africa was published. The Pan-African Teacher Education and Development (PACTED) Road Map developed by the AU, with support from UNESCO, the International Taskforce on Teachers for EFA and other partners, has been adopted by the ECOWAS Ministers responsible for Higher Education & Scientific Research during their November 2014 meeting. In 2015, UNESCO launched the development of a curriculum framework for basic education teacher-training institutions in West and Central Africa. The curriculum, earlier adopted by SADC countries, is being considered for adaptation by the East African Community. Teacher competencies standards were also developed in nine ECOWAS countries (Burkina Faso, Gambia, Niger, Senegal, Benin, Côte d'Ivoire, Guinea Nigeria and Togo) benefitting 180 personnel. Through CapED and the Chinese FIT, teachers’ performance as well as quality of teaching are being enhanced through the use of ICT in education. In Kenya, a new initiative was launched through a MOU signed between the Kenya President and the Director-General in April 2016 for the scaling up of the integration of digital literacy in primary schools through capacity building of all public primary school teachers and officers.

48. In the area of higher education, a landmark event was organized, in cooperation with AU, to adopt the 2014 Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Qualifications in Higher Education (Addis Convention, December 2014). In collaboration with the Association of African Universities (AAU) and the German Academic Exchange Service (DAAD), UNESCO developed a framework for quality assurance in Africa, and a critical mass of 70 quality assurance specialists from eight UEMOA countries have had their capacities strengthened on internal and external quality assurance. A framework as well as guidelines for resource mobilization and innovative approaches for financing higher education in Africa were developed and published jointly by UNESCO and AAU, and the capacities of more than 150 African higher education experts have been enhanced.

### **Flagship 3: Harnessing STI and knowledge for the sustainable socio-economic development of Africa**

49. Technical support was provided for designing policy instruments, consultation on STI policy and formulating STI legislation in more than seven African countries, with support from the Spanish Agency for International Development Cooperation (AECID). The second Ministerial Forum for Ministers of Science and Technology (S&T) in Africa affirmed their support to harness science for accelerated economic transformation in Africa post-2015, with emphasis on enhancing youth employment through education and technical skills training (Rabat, October 2014) while Ministers of S&T of Indian Ocean SIDS developed strategies for climate change disaster prevention through sustainability science. In July 2015, in collaboration with the Government of Ghana, a high-level meeting on Mobilizing STI for Africa's Sustainable Development post-2015 saw the participation of more than 150 participants from 20 African countries. An activity on innovation and enterprise development and promoting the Global Strategy for Youth in West Africa – Sahel, was conducted in June 2016 in Praia Cape Verde, for 24 young entrepreneurs from Burkina Faso, Cabo Verde, Mali, Niger and Senegal. The participants learned practical ways to be innovative and how to manage their ideas and businesses for success.

50. Sida provided funding to upscale GO-SPIN in selected countries (2015-2016). Equatorial Guinea, Mozambique and Senegal are designing their respective STI policy instruments while Nigeria is developing a new phase of STI system reform. A proposal on GO-SPIN for 25 African countries has been submitted to the World Bank for funding, to extend support in STI policy in Africa. Mid-career African bio-scientists were trained in genomics, resulting in over 100 high-level experts in genomics and bioinformatics in Eastern Africa. An online course in geology for ECOWAS countries was developed to train young African geological science students and to enhance environmental sustainability. Efforts to promote women's participation in science and engineering were undertaken in partnership with L'Oréal, Elsevier Foundation, TWAS and the Organization for Women in Science for the Developing World, through the award of fellowships to distinguished female scientists to pursue high-level research.

51. UNESCO continues to implement its capacity-building programmes through supporting, strengthening and extending its networks of research institutes to enhance short-term and long-term education and training in emerging areas of nanotechnology, climate change science, and engineering. Capacity-building in renewable energy policy and technologies in Africa was furthered in partnership with Panasonic and the OPEC Fund for International Development to train experts and policy-makers from five countries (Benin, Madagascar, Mauritania, Niger and Togo) to implement a solar electrification system in 75 rural schools. Youth Mobile Project empowered young women and men to develop and disseminate relevant mobile applications designed to address local issues of sustainable development. On the margins of UNFCCC COP 21, a conference on indigenous knowledge and climate change in sub-Saharan Africa as well as a Youth Forum on STI took place at UNESCO Headquarters. The *UNESCO Science Report* was presented at the joint SADC Ministers and Experts of Education and Training and Science Technology and Innovation meeting of 30 June 2016 in Botswana, following which SADC Ministers called upon UNESCO to provide technical support in the development of a Regional STI Policy framework alongside other regional and international partners. During this meeting the SADC Ministers also called on the SADC Secretariat to finalize the review of the MOU between SADC and UNESCO in view of signing the new MOU, tentatively planned for the end of August 2016.

### **Flagship 4: Fostering science for the sustainable management of Africa's natural resources and disaster risk reduction**

52. The UNESCO-Sida partnership (2014-2017) provided new impetus to the Earth Science Education Initiative in Africa (ANESI) and to the Africa Drought Monitor, put in place in West Africa, which will be expanded to Southern Africa. Fifty scientists have benefitted from the ANESI Mobility Grants. Twenty teams of scientists from 17 countries are currently implementing activities to address the environmental and health impacts of mining activities on communities. IGAD countries

have benefited from new tools on seasonal forecasts and floods. Through the Transboundary Water Assessment Programme, African countries used an adapted methodology for the characterization and assessment of trans-boundary aquifers; after the completion of the programme, an improved Integrated Shared Aquifer Resource Management (ISARM)-IGAD transboundary aquifer map will be available. A detailed methodology has been applied to the Stampriet aquifer shared by Botswana, Namibia and South Africa, establishing the foundation for cooperative management of the system. Within the Africa capacity-building programme, eight water capacity needs assessments have been finalized. An IHP Africa water platform has been put in place. Over 50 experts from Africa were trained on atlas and information portal development, marine instrumentation, ocean modelling and forecasting, marine biogeography and biodiversity. Four regional training centres were established in Kenya, Mozambique, Senegal and South Africa as part of the Ocean Teacher Global Academy, to provide more opportunities for marine science training.

53. The MAB Programme and biosphere reserve (BR) network in Africa (AfriMAB) were continuously strengthened and expanded through capacity-building and technical support from the MAB Secretariat; special attention was given to transboundary sites. The Green Economy in Biosphere Reserves project, funded by KOICA, is being implemented in three BR (Ghana, Nigeria and United Republic of Tanzania). Since 2014, six new African BR have been approved (one in Ethiopia, one in Ghana, one in Madagascar, two in South Africa, and one in United Republic of Tanzania). In 2014, 33 Master's students and 23 Ph.D. students from 23 African countries were trained at ERAIFT (Regional School for Integrated Management of Forests and Tropical Territories, DRC). Five new PhDs have been completed in May 2015. ERAIFT became a UNESCO category 2 centre following endorsement by the General Conference at its 38th session. The UNESCO BR and World Heritage (WH) project (Lake Chad) was approved by the African Development Bank for funding through the Lake Chad Basin Commission and officially launched in January 2016. A transboundary BR initiative, funded by Germany, is currently ongoing between Benin and Togo on the Mono River. UNESCO and the African WH Fund (AWHF) organized a Risk Preparedness Training Workshop for 15 participants from cultural and natural WH sites from Lusophone African countries, in Cabo Verde in February-March 2015. Two case study reports on sediment dynamics have been presented for dissemination during the International conference on African Large River Basin Hydrology, held in Tunisia, in October 2015.

#### **Flagship 5: Harnessing the power of Culture for Sustainable Development and Peace in a context of regional integration**

54. UNESCO has continued to promote the ratification of the cultural conventions in Africa. New ratifications were obtained for all the conventions (two for the 1954 Convention and two Protocols; one for the 1970 Convention; one for the 1972 Convention; three for the 2001 Convention; three for the 2003 Convention; and five for the 2005 Convention). It has supported African countries in improving their institutional and legal frameworks pertaining to culture through the implementation of the conventions by deploying targeted capacity-building and technical support to improve institutional, policy and legal frameworks and by providing financial assistance packages under the various conventions' funds.

55. As concerns capacity-building, Africa was a focus of the global strategy under the 2003 Convention, with 24 African countries benefitting from multi-year assistance projects, with about 380 professionals trained. This translated into an acceleration of the pace at which African countries developed safeguarding plans (70 plans developed, and 4 implemented). Under the 1972 Convention, more than 1,200 persons were trained. Several training activities were also undertaken under the 2001 Convention (two workshops for 35 professionals), the 1970 Convention (five workshops with 200 professionals trained) and the 1954 Convention and two Protocols (two awareness-raising workshops involving 60 participants).

56. In the institutional, policy and legislative areas, 18 countries received assistance in revising their institutional and legal frameworks under the 2003 Convention. One new cultural heritage law

was adopted under the 1972 Convention. Under the 2005 Convention, the IFCD funded eight projects in 12 African countries, covering the development of cultural policies, mapping of cultural industries and the creation of new cultural industry business models. The first Global Report on the implementation of the Convention, “Re-shaping Cultural Policies”, published in December 2015, written with the contribution of one African expert, is currently being used in Africa for national cultural policy review processes.

57. Efforts were invested in strengthening African cultural institutions: staff of the Regional Centre for the Safeguarding of Intangible Cultural Heritage in Algeria were trained; a technical support mission dispatched to Niger under the 2005 Convention contributed to the reinforcement of the Agency for the Promotion of Cultural Industries and Enterprises; the African World Heritage Fund was renewed as a UNESCO category 2 centre servicing African countries; the agreement with the Institute for African Culture and International Understanding as a category 2 centre was renewed in Nigeria.

58. Finally, awareness-raising activities were undertaken, targeting in particular African youth, to generate public support for cultural heritage. This included 11 youth action camps and four World Heritage youth activities in nine African countries, involving 115 volunteers, two travelling exhibitions on African World Heritage and the proclamation of 5 May as African World Heritage Day in the context of the 10th anniversary of the African World Heritage Fund.

#### **Flagship 6: Promoting an environment conducive to freedom of expression and media development**

59. Progress has been made in strengthening the emergence of inclusive, open and democratic knowledge societies, building efforts to increase freedom of expression and enabling access to information and strengthening capacities particularly in the field of ICTs in Africa. Celebration of the World Press Freedom Day took place across most African countries in 2014 and 2015 and in five African countries in 2016 in collaboration with local partners, EU and other United Nations agencies.

60. Activities linked to the United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity have been promoted across the continent, including Kenya, United Republic of Tanzania, South Sudan, Somalia, Nigeria, Gabon and Zimbabwe, where dedicated training and conferences were organized and follow up ensured, e.g. the Media Sector Working Group operating in South Sudan and report on safeguarding media freedom and safety of journalists in South Sudan published in December 2015. A manual on techniques and methods for safety of journalists during conflict was also developed. About 60 African community radio stations have been supported to strengthen the capacity of radio instructors and broadcasters including women and young people, in the framework of the SIDA-funded project on “Empowering Local Radios with ICTs”. Capacity on elections reporting was built in Malawi and Burkina Faso while training in editorial and self-regulation practices was undertaken in Zimbabwe. Within the context of IPDC’s special initiatives, a comprehensive Media Development Indicators (MDIs) assessment was successfully completed in South Sudan. New MDI assessments were launched in Madagascar and Swaziland. In Gabon, revision of the new media law was supported for securing provisions of press freedom. The National Internet Governance Forum (IGF) took place in Rwanda in October 2015 to enable media stakeholders to contribute towards freedom of expression.

61. South Sudan marked the 2016 World Radio Day joint event, on 13 February 2016, under the national theme “Radio in Times of Peace and Conflict”, to advocate for the right use of Radio in South Sudan in ending the conflict and promoting peace building initiatives and reconciliation.

62. In the field of journalism education and the Global Initiative for Excellence in Journalism Education, efforts were made to facilitate the continuing use of the UNESCO Model Curricula for Journalism Education as well as its successor – the Compendium of New Syllabi – and to integrate African journalism educators into Orbicom, the network of UNESCO Chairs on communication. A

number of capacity-building workshops took place in several countries in Africa focusing mainly on gender equality, capacity development in science journalism, investigative journalism, democratic governance, environmental information and, how to address questions related to climate change in the context of the post Rio+20 and post-2015 development agenda. Nairobi and Dakar Regional Offices have trained over 530 journalists, among whom 340 women on science and development, investigative journalism and democratic governance. In Senegal, 73 programmes were produced on the theme of climate change and food security, with the concept of gender as the overarching theme. Using the guidebook “Climate Change in Africa: A Guidebook for Journalists”, UNESCO collaborated with the French Agency for Media Cooperation (CFI) to train 18 African journalists. They subsequently reported on the International Scientific Conference and the COP 21 events in July and December 2015 respectively. In Comoros, the Association des Médias Audiovisuelles des Comores was supported to train young radio presenters in producing and broadcasting radio programmes, based on the UNESCO's radio toolkit – Linking Generations through Radio – on all three islands (August and September 2015).

63. In order to foster a mechanism of South-South collaboration and support UNESCO's mandate on Open Access to scientific information, UNESCO participated in the “Fourth CODESRIA Conference on Electronic Publishing: Open Access Movement and the Future of Africa's Knowledge Economy” organized by CODESRIA, in March-April 2016 in Senegal. The Main Outcome of the Conference was a Dakar Declaration on Open Science in Africa, which addresses the need for greater South-South communication and collaboration on Open Access policies in Africa, to enable the dissemination of knowledge.

### **Challenges and lessons learnt**

64. The implementation of the flagship programmes suffered from budget restrictions and reduced activities resulting from the prioritization exercise. Limited human resources in the field offices is also a further challenge. To address these setbacks, the Africa Department strengthened its role in terms of strategic facilitation and backstopping, including mobilization of financial and in-kind resources through its in-house knowledge of African regional, subregional and national institutions, and also working closely with Programme Sectors for the organization of joint events. Close coordination with the Sectors and field offices in Africa has also demonstrated the need for further review of the flagships in view of improved implementation and enhancement of the Operational Strategy for Priority Africa, especially in the context of the 2030 Agenda for Sustainable Development and the African Union Agenda 2063.



## Global Priority Gender Equality

---

### Summary Strategic Assessment

65. The Division for Gender Equality in the Office of the Director-General (ODG/GE) continued to provide strategic guidance and overall technical support to programme sectors, corporate services, field offices (FO), and category 1 institutes for the systematic and effective implementation of the Gender Equality Action Plan for 2014-2021 (GEAP II). A comprehensive quantitative and qualitative analysis of all workplans (WPs) was undertaken in 2014, 2015, and 2016 and its results and recommendations were shared with the Senior Management Team (SMT), Heads/Directors of Field Offices/Institutes and the Gender Focal Point (GFP) Network. Follow-up reviews of the WPs were conducted to track change and gather good examples to serve as models for programme specialists.

66. ODG/GE has been closely monitoring the use of the Gender Equality Marker (GEM) in SISTER and continues to organize related training sessions. To strengthen in-house capacities for the implementation of GEAP II, the Division provided training and technical advice to all units of the Secretariat, including through gender equality clinics. A new round of training sessions, focusing on gender mainstreaming in workplans and application of the GEM in SISTER, were launched in January 2016. Between January and June 2016, nine sessions in Headquarters (HQ) and two sessions in the field were conducted, reaching around 300 programme staff in total.

67. Within the accountability framework of GEAP II, the Gender Focal Point (GFP) Network was renewed in November 2014 and it now counts 150 GFPs in Headquarters, field offices and institutes. GE-specific criteria are now included in the performance assessments of the Senior Management Team (SMT) members and Directors/Heads of Field Offices and institutes. The Director-General's memo to the SMT, dated 14 June 2016, further strengthens the accountability of senior managers for integration of Priority Gender Equality into all UNESCO programmes, initiatives and high-level events, and requires the participation of ODG/GE in task teams/forces for all ongoing and new initiatives for effective and systematic gender mainstreaming.

68. During the reporting period, UNESCO has continued to engage in high-level advocacy and networking and has remained a visible actor at the international, regional and country levels in promoting gender equality in all its areas of competence. Enhanced collaboration with a wide range of stakeholders has been promoted or reinforced. In 2015, UNESCO collaborated with UN Women for the organization of the Mobile Learning Week focusing on leveraging technology to empower women and girls. In May 2016, UNESCO co-organized the Global Women Leaders Forum in Sofia, Bulgaria to identify the challenges women face in decision-making levels in all spheres in order to identify effective strategies to guide future generations of women leaders in the context of the 2030 Agenda for Sustainable Development.

69. In 2016, through an intersectoral effort, UNESCO has elaborated the Organization's contribution to the 2030 Agenda in support of SDG 5 on Gender Equality and Women's Empowerment. In this respect, UNESCO focuses on girls' and women's education, women's increased participation in decision-making levels, women in science, women as agents of social transformations, social inclusion with gender equality, women's full participation in and benefit from cultural life, women in the media and empowerment of women through ICTS. Special focus is also placed on combating violence against women in all forms, including school-related gender-based violence.

70. UNESCO strategic contribution to the United Nations system included the submission of the second and third UN-SWAP reports to UN Women and the active participation in the 58th, 59th, and 60th sessions of the Commission on the Status of Women (CSW) in New York through several side events. In 2015, UNESCO launched the Joint Programme on Empowering Adolescent Girls and Young Women through Education with UN Women, UNFPA and the World Bank.

71. UNESCO implemented comprehensive programmes to mark the International Day for Women (IWD) in 2014, 2015 and 2016, and marked the first-ever International Day for Women and Girls in Science in 2016. In 2016, IWD Conference focused violent extremism and radicalization and the role of women as victims, perpetrators and agents for change.

### **Major Programme I: Education**

72. As global priority for UNESCO, Gender Equality is inextricably linked to the efforts of the education sector to promote the right to education and support the achievement of the Sustainable Development Goals, in particular SDG 4 on education and SDG 5 on gender equality through the Education 2030 Framework for Action. UNESCO launched a joint programme with UN Women and UNFPA and World Bank, aimed at empowering adolescent girls and young women through a comprehensive and multisectoral approach to education, health, skills development and use of technology. UNESCO co-organized high-profile policy and advocacy events, including: CEDAW's General Discussion on Girls/Women's Right to Education; the International Partners' Meeting on Social related gender based violence (SRGBV); the ECOSOC Ministerial roundtable with UN Women, Bangladesh and Denmark, to raise awareness on how violence and discrimination prevent girls from accessing schools and learning. Many Member States benefitted from technical support at both policy and programme levels in the context of the Global Partnership for Girls and Women's Education. Tools were developed to promote and implement gender-responsive policies and teaching practices, in particular in Africa. A gender review of national EFA 2015 review reports was conducted and gender analysis of outcomes of regional learning assessments were undertaken. The Gender Summary of the 2015 EFA Global Monitoring Report provided evidence on progress achieved in the past 15 years towards gender parity and reducing all forms of gender inequalities in education. In 2016, ED Sector developed programmes with strong gender equality components to support Member States for the development of inclusive literacy and non-formal programmes in line with the 2030 Agenda and the corresponding Framework for Action.

### **Major Programme II: Natural Sciences**

73. Within the L'Oréal-UNESCO For Women in Science partnership every year the L'Oréal Foundation awards more than 230 national and regional fellowships to female Ph.D. students and postgraduate researchers across 110 countries. The For Women in Science Manifesto was launched on 24 March 2016 to draw attention to the need to ensure gender parity in science, increase visibility and support, and to improve women's access to science at all levels and in all disciplines. UNESCO created role models and provided over 370 fellowships for women to pursue science careers through the Elsevier Foundation Awards for Early-Career Women Scientists in the Developing World. Five eminent women scientists were awarded the L'Oréal-UNESCO For Women in Science Prize in 2016. Since January 2014, 45 young women have benefitted from the International Rising Talents scheme. UNESCO created a new network – The African Women in Mathematics Association (AWMA). Its regional meetings in Kenya (July 2015) and in Republic of Congo (May 2016) attracted 170 women mathematicians from 60 African countries. The international conference "The Gender Dimensions of Weather and Climate Services" contributed to the increase in the number of women in climate science. Over 400 girls received mentoring in STEM, including through the Scientific Camps of Excellence in Kenya. New projects by WWAP, TWAS/ANSTI and SAGA on gender equality indicators as well as data and policy instruments in water or in science have gained new support and provided partners and Member States with tools to gauge the impacts of programmes on women and science.

74. In 2016, the IOC conducted the first sex-disaggregated assessment of the research work force in a number of ocean-related sciences, including climate change, marine observations, as well as ocean technology and biotechnology. The results will be published by IOC in 2017 as part of the Global Ocean Science Report.

### **Major Programme III: Social and Human Sciences**

75. Gender-sensitive policies for social inclusion were promoted through workshops, policy reviews capacity-building in many Member States. A MOST school on “Gender Equality as a Global Priority in UNESCO” was organized in Morocco and El Salvador. Community radios on female and male migrants’ rights and opportunities were developed in India. Preventing violence against women was pursued through activities in Brazil, Costa Rica, China and Mongolia. The training in bioethics included specific gender equality components. Gender balance was further enhanced on both the International Bioethics Committee (IBC) (from 42% to 53%) and the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) (from 33% to 39%). Work has progressed on integrating gender lenses in the global framework on youth policy development. UNESCO’s revised “International Charter of Physical Education (PE), Physical Activity (PA) and Sport” includes gender-sensitive language and the explicit right of access for girls/women. Quality Physical Education (QPE) Policy Guidelines, launched in January 2015 are grounded on inclusion, both based on gender and disabilities. Projects supported by the Fund for the Elimination of Doping in Sport use a gender-sensitive lens. The photo book “The Power of Sport Values”, launched in April 2016, promotes inclusiveness and features images of girls, women, boys and men engaging in sport.

### **Major Programme IV: Culture**

76. The Culture Sector has continued to promote gender equality through awareness-raising, policy advice and capacity-building activities undertaken through the conventions. The UNESCO report on Gender Equality: Heritage and Creativity was further promoted to highlight the key role of women in culture and creative industries and encourage the development of policies enhancing the contribution of women to cultural life, for instance through a high-level event held during the March 2016 Commission on the Status of Women in New York. Under the 2003 and 2005 Conventions, the revision of periodic reporting resulted in an increased provision of gender-specific information. The 2005 Convention’s first global report on its implementation includes several examples of policies supporting women as creators in cultural services and industries with policy recommendations and indicators to improve data quality and monitoring of efforts by Member States. The January 2016 World Heritage review dedicated to gender equality highlighted best practices on the role of women in heritage management. As concerns capacity-building, the participation of women in activities under the conventions and the museum programme has increased. The new training materials developed under the 2003 Convention have been tested in workshops and facilitators trained in using them. Overall, significant efforts were invested to introduce new training, awareness-raising and policy materials. The main challenge lies in assessing their effects in Member States, particularly at the policy level.

### **Major Programme V: Communication and Information**

77. UNESCO has continued to promote gender equality in and through the media, by mainstreaming gender equality considerations in its programmes, as well as through gender-specific actions. UNESCO continues to support media institutions to apply the Gender-Sensitive Indicators in Media (GSIM) and launched the Global Alliance on Media and Gender (GAMAG). Gender equality issues were the focus of World Radio Day in 2015. “Empowering Local Radio with ICTs” project in Africa involved 59 local radio stations in several gender equality-related capacity-building activities dedicated to gender equality and women’s empowerment. The need to protect female journalists was also addressed during the World Press Freedom Day celebrations in 2015. Over 1,000 girls enrolled in a Massive Open Online Course on Media and Information Literacy (MIL). Through the Youth Mobile Initiative, young women in Kenya and South Sudan released locally relevant mobile apps addressing women’s literacy and peace messaging. At the 60th session of the CSW in 2016, UNESCO co-organized the side-event, “Breaking persistent challenges for gender equality in media”. Public policies are being stimulated through the Global Survey of Media and Gender. The 2016 WSIS Forum organized three sessions specifically dedicated to ICTs and gender. The 2016 edition of the Women Make the News initiative was under

the theme “Gender Equality in the Media by 2030”. In 2016 UNESCO launched the Women on the Homepage initiative calling for partners to feature women on their homepage to inspire change towards gender equality. In March 2016, the Director-General launched the idea of a new Broadband Commission Gender Working Group which is now established with UNESCO as the co-Chair.

### **Challenges and lessons learnt**

78. The implementation of GEAP II continued to be affected by limited financial and human resources, making it difficult to organize capacity-building/training activities, especially for the field staff. Participation in high-level advocacy and networking initiatives has also been affected. These challenges have been mitigated by relying on extrabudgetary funding for specific events and dedicated funds-in-trust for pilot initiatives. Strengthened accountability and responsibility frameworks under GEAP II, regular review of all workplans and the introduction of the Gender Equality Marker in SISTER, combined with continuous training, represent key elements to further institutionalize Priority Gender Equality within the processes and the programmes of the Secretariat and it is expected that their contribution will mitigate some of the remaining challenges.